DOCUMENT RESUME

ED 193 433 CE 026 478

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TITLE A Special Project for the Development of Assessment and Educational Programming Techniques Serving the Adult Basic Education Student with Learning Disabilities. Final Report.
INSTITUTION William Rainey Harper Coll., Palatine, Ill.
SPONS AGENCY Illinois State Office of Education, Springfield. Adult and Continuing Education Section.
PUB DATE Jun 79
GRANT H-059
NOTE 233p.

EDRS PRICE MF01/PC10 Plus Postage.
DESCRIPTORS Ability Identification; Achievement; *Adult Basic Education; Basal Reading; Communication Skills; *Diagnostic Teaching; *Diagnostic Tests; *Educational Diagnosis; Educational Therapy; Handicap Identification; *Learning Disabilities; Material Development; Mathematics; Program Development; Program Implementation; *Screening Tests; Staff Development; Test Construction

ABSTRACT

This final report contains a ten-page narrative and extensive appendixes of materials regarding, and products developed by, a project to develop assessment and educational techniques serving the adult basic education (ABE) student with learning disabilities (LD). The narrative discusses activities (and results) concerning these five project objectives: (1) identification of twenty-four learning-disabled adults; (2) review of commercial diagnostic tests and instructional materials; (3) development of learning disabilities assessment instrument (screening, prescription, and achievement within the project); (4) development of instructional methodologies in reading, math, and communication skills; and (5) staff development. The appended ABE/LD Program Implementation Guide contains forms to be completed by the LD specialist, definitions, listings of identifying characteristics, glossary, and listings of assessment and instructional resources. Another appendix is the ABE/LD screening test, the ABE Alternative Test--A Screening Device for Adult Learning Disabilities, with these subtests: word recognition, arithmetic, spelling, writing sample, and reading comprehension. Test directions, answers, scoring criterion, and scoring procedure are provided. The largest appendix, the Adult Basic Reading Program, contains ten lessons of sequential instruction in long and short vowel patterns. Each lesson plan presents objectives and procedures for using the exercise sheets provided. (YLB)

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A Special Project for the Development of Assessment and Educational Programming Techniques Serving the Adult Basic Education Student with Learning Disabilities.

FINAL REPORT

Submitted by
Beverly Vaillancourt, Learning Disabilities Specialist
June, 1979

William Rainey Harper College
Palatine, Illinois 60067

CE 026 478

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INTRODUCTION

In recent years there has existed, within adult basic education, a growing awareness of the presence of learning disabilities among the adult population. As previous efforts have focused on learning disabled children, a void of educational techniques and materials has existed for use with learning disabled adults. The expressed educational needs of basic students with unidentified learning disabilities created the impetus for the development of a program aimed at assisting adults with learning disabilities.

In the spring of 1978, the Adult Basic Education Program at William Rainey Harper College submitted a proposal to the Illinois Office of Education, Adult and Continuing Education Section, to organize and implement a program for adult basic education students with learning disabilities. The intent of the ABE/LD project was to review currently available tests and materials for their suitability for use with learning disabled adults, to develop any needed materials, and to provide diagnostic and educational services for twenty-four adults with learning disabilities. This proposal was funded under the provisions of Section 309(A) of the Federal Adult Education Act.

Beverly Vaillancourt was employed in the fall of 1978 to coordinate the project's activities. During the course of the school year much was learned about the cognitive style of learning disabled adults. This information was incorporated into the guidelines and materials developed throughout the duration of the project.

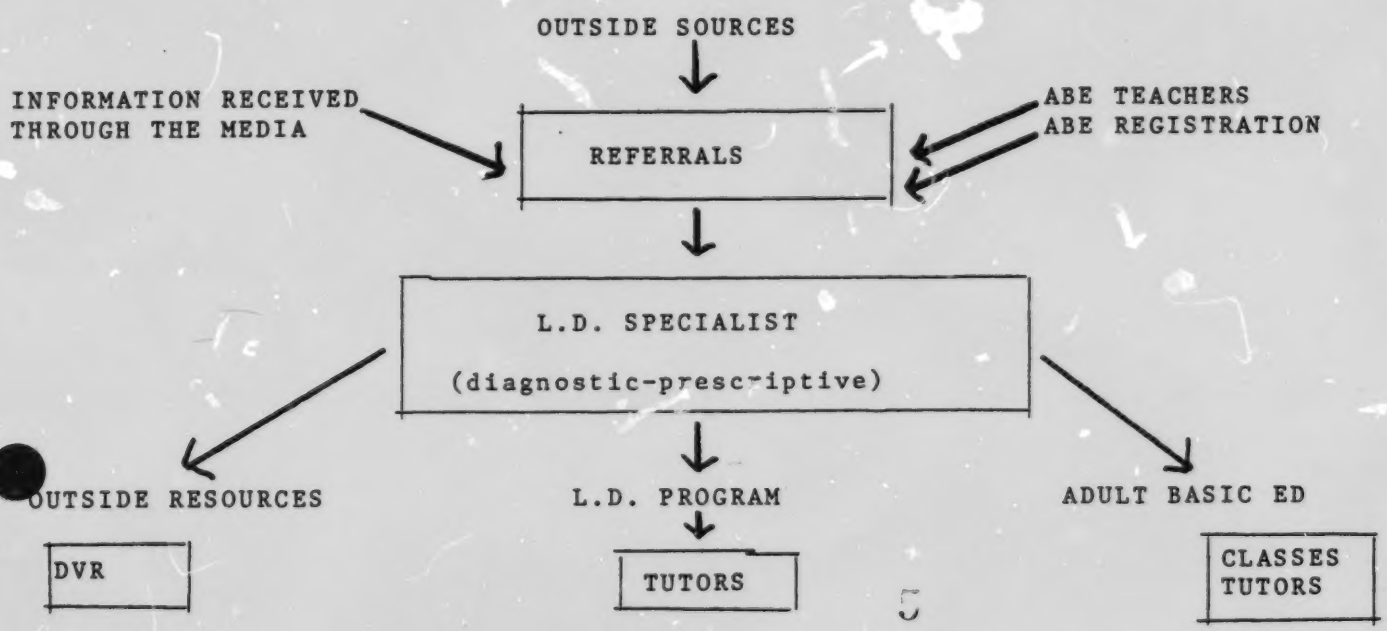
The cooperation and contributions of the project staff are greatly appreciated. Particular thanks are given to Jean Chapman, ESL coordinator and ABE/LD project supervisor.

ORGANIZATION AND GOALS

Organization:

The initial organization of the project depended on thirty students being referred to the learning disabilities teacher via student registration procedures. Of these thirty screened students, twenty-four were planned for enrollment into the ABE/LD program. However, it soon became obvious that learning disabled adults do not seek out educational programs. Previous school failure and personal embarrassment deter the ABE/LD student from contact with educational institutions, even those with carefully tailored programs to meet the needs of special learners. Thus information concerning Harper's ABE/LD project was provided to the news media, area ABE programs and area learning disabilities community groups. This effort brought immediate results, and the goal of twenty-four enrolled students was soon reached.

The determination of a learning disability as opposed to a lack of educational opportunities or basic underachievement (both of which result in inefficient learning skills) is not an easy task. Fine discriminations must be made through the use of diagnostic techniques and, where available, appropriate assessment materials. As specific learning disabilities result not from a lack of adequate learning potential but from deficits in the learning process, a diagnosis of inefficient learning because of learning disabilities becomes essential in understanding a student's learning failures and successes. Thus, every student enrolled in the ABE/LD project underwent a series of formal and/or informal tests which resulted in a diagnosis of specific learning disabilities. Not all students referred to the learning disabilities specialist were accepted into the project as the following diagram indicates.



Following acceptance into the ABE/LD project a prescriptive educational program was designed for each student. Each program was built around the student's particular cognitive style, emphasizing the student's strengths in learning. With an attempt to match student-tutor personalities, a tutor was assigned to each student. Individual tutoring sessions were scheduled around the student's availability, usually averaging approximately two to three hours per week.

Most students were posttested at the conclusion of the project. Student growth and attitude were noted.

Goals:

The major purpose of the ABE/LD Special 309 Project was to develop a comprehensive diagnostic and prescriptive program encompassing assessment instruments and instructional methodology. The project was designed to be a model, specific enough to serve the target population and creative enough to be implemented elsewhere in Illinois and the nation.

The long-range goals of the project were to:

1. Develop a tutorial, individualized program for the ABE/LD student.
2. Provide research and instructional information in the field of the ABE/LD student to ABE teachers.

Inherent in the goals of the ABE/LD project were these objectives:

1. To identify through diagnostic procedures a population of twenty-four adults in the ABE Program who exhibit characteristics of specific learning disabilities.
2. To review currently available diagnostic tests and instructional materials for appropriateness in aiding ABE/LD students.
3. To develop and field test instruments for learning disabilities assessment including screening, prescription, and achievement within the ABE Program.
4. To develop instructional methodologies in reading, math, and communication skills appropriate for adults with specific learning disabilities.
5. To provide staff development experiences--including two in-service workshops and ongoing staff conferences.

PROJECT ACTIVITIES AND RESULTS

Objective 1: The identification of twenty-four learning disabled adults.

The twenty-four adults assisted through the project ranged in age from nineteen to sixty-seven. Academic functional levels varied widely from "non-reader" to the "fifth grade" level. One student's skills were beyond this level. He was accepted into the project, however, because he, by far, had not yet begun to tap his true potential. Math skills were deficient for several students.

The students demonstrated a variety of specific learning disabilities. Concomitant behavioral and emotional problems were also noted. The most obvious concern was a lack of an adequate self-concept and confidence to seek out an improved life style for themselves. Most were frustrated by their inability to acquire a better job; indeed, were frustrated by their sheer inability to complete an employment application form.

Most students expressed an interest to develop their reading and spelling skills. Life skills math instruction was also requested. Written language skills were not considered as an immediate priority by the majority of ABE/LD students; however, future interest in being able to express themselves in written form was indicated. Thus the emphasis of instruction centered around the word recognition and reading comprehension areas. A variety of methods including phonics, language experience, neurological impress, and use of the context were utilized.

The most essential feature of all instruction was the aspect of sequential, stuructured lessons focusing on success-oriented tasks. A great amount of organization and preplanning was needed on the part of the tutors. Constant evaluation of the student's learning was kept and discussed in conference with the learning disabilities specialist. A description of each student's skills and individualized educational plan (IEP) can be found included in the Appendix of this report.

Results:

Of the twenty-four students enrolled in the project, four students left the project, two for employment reasons, one moved on to remedial college classes, and one left for unknown reasons.

Student growth varied from three months to five years of academic gain. Variance in growth can be attributed to several reasons:

1. Availability for tutoring
2. Severity of specific learning disabilities
3. Student motivation
4. Competence of the tutor to evaluate progress and seek out alternative instruction
5. Students perception of their own competence and potential.

A progress chart noting each student's progress can also be found in the appendix.

Objective 2: Review of commercial materials

A canvas of all available commercial materials for assessment and instructional purposes was conducted. Appropriate materials for use with ABE/LD students were purchased.

Results:

A recommended resource list can be found in the appendix of this report. All of these materials have been field tested. Suggestions have been made as to the most efficient use of the various materials.

Objective 3: Test development

A need was shown for the development of a suitable assessment instrument for the initial screening of learning disabled adults. Commercial tests currently available, for the most part, have been standardized on children, and thus maintain questionable reliability for use with adult. Additionally, as testing often represents a failure-prone experience for the ABE/LD adult, the length and type of most published tests prohibits their use. Thus an effort was made to develop an appropriate assessment instrument.

Results:

The Adult Basic Education/Learning Disabilities Screening Test, with its accompaning administration and scoring procedure manual, has been field tested on thirteen students, ten of which were ultimately enrolled in the ABE/LD project. As a result of the field testing, the test was revised. The ABE/LD Screening Test was found to be an adequate instrument for initial screening purposes. None of the adults tested were threatened by the test. The results of the testing were always thoroughly discussed with the student.

As the ABE/LD Screening Test provides only general diagnostic information, a follow-up instrument to this test was needed. An excellent, in depth diagnostic reading inventory has been

developed by the Adult Basic Education Program at Vincennes University, Vincennes, Indiana. When used in conjunction, both tests described here should provide a thorough analysis of the student's skill areas, thus allowing for prescriptive educational planning for meeting the student's instructional needs.

Permission has been granted by Vincennes University to include their reading inventory in this project's final report. Both the reading inventory and the ABE/LD Screening Test can be found in the Appendix of this report.

Objective 4: The development of instructional methodologies

Adults with learning disabilities require meaningful sequential instruction, specifically tailored to their cognitive style and educational needs. Thus, materials and techniques which are successful with one student can result in failure for another. A wide variety of materials is therefore needed.

Through the materials canvas it was discovered that appropriate materials are available in the spelling, math, and written language areas. However, suitable reading materials are in short supply.

Results:

The Basic Reading Program was developed to provide sequential instruction in the basics of phonics. This reading program can be found in the Appendix of this report.

Additionally, a guide for working with adults with learning disabilities was assimilated. This guide can also be found in the Appendix. For additional information on various reading techniques that have been found to be successful with LD adults, it is recommended that the reader contact the Adult Basic Education Program, Vincennes University, Vincennes, Indiana 47591. Inquiries should be directed to La Von Coate, Learning Disabilities Project Director.

Objective 5: Staff development

A recognized need of the project was staff development. Learning disabilities was an unfamiliar term to many ABE classroom teachers. As many of the ABE/LD students had the potential of eventually enrolling in an ABE class, ABE classroom teacher knowledge of the instructional needs of the LD adult

was essential. This knowledge was also seen as needed for appropriate ABE classroom referral of possible ABE/LD students to the Learning Disabilities Specialist.

Results:

Two staff development workshops were held over the course of the project. The first workshop was an introductory meeting to acquaint the ABE staff with the ABE/LD project. Information concerning learning disabilities and referral procedures were discussed.

The second workshop was held mid-point through the project. Twenty-five staff members attended. This LD workshop was far more intensive. A variety of activities were planned including more in depth information concerning learning disabilities, similated learning disabilities experiences, and a talk to the staff by a learning disabled adult on how an adult with learning disabilities copes with the handicap. An evaluation of the workshop can be found in the Appendix of this report.

SUMMARY AND RECOMMENDATIONS

It is felt that the Adult Basic Education/Learning Disabilities Project provided viable educational assistance not only to those students enrolled in the project but also to all involved ABE staff members. Several of the LD students who had previously avoided contact with educators were now expressing a desire to return to school. The key element, one-to-one instruction, enabled students to move at their own pace, to obtain instruction appropriate to their needs, and to receive immediate positive feedback concerning progress.

In total, the project was well received among the staff and students (see Appendix). However, as a result of the experience gained through this ABE/LD project, the following recommendations may be made:

1. Seven of the eight tutors who participated in the project were certified teachers. Though non-certified individuals can be trained to work effectively with LD adults, experienced teachers were found to be the most effective.
2. Tutors who had background teaching experience in the primary grades (1-3) hold the necessary skills to teach the basics of reading, spelling, etc.
3. There should be a minimum of four hours a week of student-tutor contact, preferably divided between two sessions.
4. A quiet, non-distracting environment is essential for optimum learning.
5. Constant weekly contact should be maintained between the LD Specialist and tutors.
6. The L.D. Specialist should make every effort to maintain contact with all enrolled L.D. students.
7. In addition to the staff development workshop on the recognition of learning disabilities, an indepth workshop on remediation techniques should also be offered.
8. The learning disabilities materials and instructional center should be an integral part of the total ABE program.
9. The community from the onset should be informed of the availability of learning disabilities assistance for adults.
10. The ABE/LD staff should work closely with both community groups serving the handicap and area vocational programs.

In summary, this ABE/LD project provided the means for establishing the initial steps of program design and implementation. It ishoped that, as a result of this project, the educational needs of the learning disabled adult have been better understood. The intent of the ABE/LD project has been its replication, in part, by other ABE programs in Illinois. With that in mind, other adults with learning disabilities will be able to reap the benefits and feelings of success that learning can offer.

PROJECT STAFF

Beverly Vaillancourt, L.D. Specialist

Pat Heidmann, Tutor

Eileen Brown, Tutor

Sonia Edelman, Tutor

Don Braakman, Tutor

Mary Morrison, Tutor

Mildred Compton, Tutor

Margaret Reed, Tutor

Carla Vesper, Tutor

Beth Kapusta, Student Aide

Mary Curran, ABE/GED coordinator
(on leave 1978-79)
Jean Chapman, ESL Coordinator

Pat Mulcrone, ABE/GED Coordinator (1978-79)

Adult Basic Education/Learning Disabilities

Program Implementation Guide

By: Beverly Vaillancourt
William Rainey Harper College
Palatine, Illinois
June, 1979

Adult Basic Education/Learning Disabilities (ABE/LD)

Program Implementation Guide

What is ABE/LD?

The term ABE/LD recognizes the existence of learning disabilities among the adult population of basic students, with a conservative estimate of 3-10% of all ABE students having a specific learning disability or cluster of disabilities.

What is a learning disability?

An individual experiencing the handicap of a learning disability demonstrates a severe disorder in one or more of the learning processes needed for proficient speaking, reading, writing, and math skills. The person is of average intelligence; and, most likely, has been learning disabled since birth.

What are the effects of a learning disability?

Learning disabilities can result in severe underachievement in one or more academic areas. Continual school failure usually results in a poor self-concept, unemployment, physical ailments, emotional disorders, and other problems. Termination of schooling as soon as the law permits is not uncommon.

Can a learning disability be overcome?

Though a learning disability cannot be remediated, it can be understood and compensated for. Through appropriate education, an individual experiencing learning disabilities can achieve in the academic areas.

What is appropriate education for the ABE/LD student?

The most important features concerning appropriate education for the learning disabled adult are that the instruction be structured and designed specifically to meet the student's particular cognitive style. This means the knowledge and use of a variety of methods and materials that teach the basics in a highly structured, sequential manner and that also provide a high amount of skill reinforcement.

Is pre-testing an ABE/LD student necessary?

Some degree of testing is necessary if an adequate assessment of the student's skills is to be made. This testing need not be of a formal nature, however, but instead can take place by informal means through a task analysis technique. Formal testing should be kept to a minimum as it must be remembered that LD adults are anxious and embarrassed over their lack of skills acquisition. For the most part, they have been trying to hide and compensate for their learning disability for a long time.

Who should do the testing?

All assessment and educational programming decisions should be made by a certified learning disabilities specialist. Such an individual has the necessary training to detect and diagnose underachievement due to specific learning disabilities as opposed to a lack of achievement due to limited potential or lack of educational

opportunity. A learning disabilities specialist also has the experiences both of appropriately structuring a sequence of learning task and of educational methods which have proven to be successful with the learning disabled population.

Can an ABE program afford a LD Specialist?

Considering that perhaps 10% of the ABE population experiences severe learning disabilities, and considering the cost in human potential for those not provided with appropriate instruction, an ABE program cannot afford not to have a L.D. Specialist on its staff.

What would the role of the LD Specialist be?

The LD Specialist can act either in a consultant or instructional capacity. As a consultant, the LD Specialist would test, design prescriptive educational programs, and work with tutors who would be assigned to work directly with students. As an instructor, the LD Specialist would test, design prescriptive educational programs, and work directly with the LD students.

Which LD Specialist role is best?

Both roles work well. The role of the LD Specialist depends largely on the size of the ABE program and the needs of the ABE/LD students. As a consultant, a LD Specialist, complimented by tutors, can serve many more students.

Can tutors be trained to work with LD adults?

Yes. The ABE/LD project at Harper College, in Palatine, Illinois, has shown positive results using tutors working under the direction of a LD Specialist. An initial training session with continual assistance and training provided by the LD Specialist seems to yield the best results. Intensive training initially appears to produce an overloading effect resulting in the tutor being overwhelmed and anxious concerning his ability to do a good job (Reporting on Reading, Vol. 5, No. 3, April, 1979).

How many hours per week should a student be tutored?

A minimum of three hours of individualized tutoring per week should be available to each ABE/LD student.

How should possible LD adults be referred to the LD Specialist?

Referral to the LD Specialist of underachieving adults who possibly may have learning disabilities can be made during registration procedures as well as from classroom teachers. Referrals from outside community sources should also be encouraged. Forms such as those included in this guide may be used.

What evidence will there be that the ABE/LD program is successful?

Academic growth will be quite slow for some ABE/LD students and surprisingly fast for others. Either way though, all progress, no matter how slight, has tremendous positive implications for an adult with learning disabilities.

THE FOLLOWING FORMS ARE COMPLETED BY

THE LEARNING DISABILITIES SPECIALIST

REFFERAL

15

Adult Basic Education/Learning Disabilities Program
(ABE/GED/LD)

Student's Name_____ Soc. Sec. #_____

Address_____

Telephone #_____ Date_____

Referred by_____ Class & Time_____

Reason for referral: (Include academic and behavioral concerns, i.e., difficulty with class material, attendance, inability to follow instructions, etc.)

Available test data: (List GED placement test scores in addition to any other available test data.)

Functional academic level: (approximate)

If possible, include a sample of the student's classwork.

CHECKLIST FOR POSSIBLE LEARNING PROBLEMS

Please place a "+" on any area in which the student excels and a "-" on areas of difficulty. A concise example, where possible, would be very helpful. Only pertinent areas need be addressed.

_____ Response to verbal directions
_____ Response to written directions
_____ Concept of time
_____ Ability to retain information from one class period to the next
_____ Ability to follow class discussions
_____ Grasp of concepts discussed
_____ Sustained attention
_____ Sustained concentration
_____ Handwriting
_____ Motivation to improve skills
_____ Attitude towards class assignments
_____ Completion of class assignments
_____ Organizational skills
_____ Reading skills
_____ Spelling skills
_____ Written language
_____ Math, basic processes
_____ Ability to calculate math problems mentally

Adult Basic Education/Learning Disabilities Program
Intake Information

Student's Name _____ Social Security # _____

Address _____ C.A. _____

Telephone # _____ Date _____

Referred By _____ Class & Time _____

Educational History:

Family History:

Medical History:

Work History:

Present Goals:

Self-assessment of Present Needs:

Times Available for Instruction:

Adult Basic Education/Learning Disabilities Program
(ABE/GED/LD)

Summary of Diagnostic-Prescriptive Evaluation

Student's Name _____ Soc. Sec. # _____

Address _____ Birthdate __/__/__ C.A. ___

Telephone # _____ Date __/__/__

Referred by _____ Class and Time _____

Previous Test Data:

Present Test Data:

Slosson (/ /)

_____ MA
_____ IQ
_____ Vocabulary
_____ Short term auditory memory
_____ Long term memory
_____ Knowledge of facts
_____ Mental computation
_____ Abstract concepts

Peabody Picture Voc. Test (/ /)

_____ IQ
_____ % ile
_____ MA

Detroit Tests of Learning Aptitude

_____ MA (/ /)
_____ Verbal Absurdities
_____ Verbal Opposites
_____ Free Association
_____ Likenesses and Differences
_____ Motor Speed
_____ Aud. Att.--Words
_____ Aud. Att.--Syllables
_____ Oral Directions
_____ Vis. Att.--Objects
_____ Vis. Att.--Letters
_____ Designs
_____ Disarranged Pictures

Monroe Sherman (/ /)

_____ Paragraph meaning
_____ Word Disc.--Vowels
_____ Word Disc.--Consonants
_____ Word Disc.--Reversals
_____ Word Disc.--Add. and Om.
_____ Arithmetic Test
_____ Spelling Test
_____ Vis. Letter Mem.
_____ Aud. Letter Mem.
_____ Aud. Disc.
_____ Copying Test
_____ Vocabulary

Key Math (/ /)

_____ Overall grade level
_____ Numeration
_____ Fractions
_____ Geometry and Symbols
_____ Addition
_____ Subtraction
_____ Multiplication
_____ Division
_____ Mental Computation
_____ Word Problems
_____ Numerical Reasoning
_____ Missing Elements
_____ Money
_____ Measurement
_____ Time

Wide Range Achievement (/ /)

_____ Spelling grade level
_____ Reading grade level
_____ Math grade level

Silvaroli Informal Reading (/ /)

_____ Independent level
_____ Instructional level
_____ Frustrational level
_____ Listening level

San Diego Quick Gauge (/ /)

_____ Instructional

Woodcock Reading Mastery Tests (/ /)

_____ Word Identification
_____ Word Attack
_____ Passage Comprehension
_____

Wepman Test of Aud. Disc. (/ /)

_____ difficulty
_____ no difficulty

G-F-W Sound Symbol Tests (/ /)

_____ Sound Mimicry
_____ Sound Recognition
_____ Sound Analysis
_____ Sound Blending
_____ Sound-Symbol Assoc.
_____ Reading of Symbols
_____ Spelling of Sounds

G-F-W Aud. Mem. Tests (/ /)

_____ Recognition
_____ Memory for Content
_____ Memory for Sequence

Other Tests:

Reason for Referral:

Test Observations:

Test Interpretation:

Long Term Semester Goals:

Short Term Objectives:

Adult Basic Education/Learning Disabilities Program
Classroom Program Suggestions

Student's Name _____ Social Security #_____

Address _____ C.A. _____

Telephone No. _____ Date _____

Referred by _____ Class & Time _____

Reason for referral:

Summary of Test Observations:

Program Suggestions:

Individualized Educ on Program

Adult Basic Education/Learning Disabilities Program

Student's Name _____

Date of Program Entry _____

Semester Goals

_____

_____

_____

_____

Significant Test Data

Summary Statement of Present Level of Educational Performance

_____

_____

_____

_____

_____

Short Term Instructional Objectives	Techniques/Materials	Person Responsible	Amount of Time	Beginning Date	Ending Date

THIS FORM IS COM. ED BY THE TUTOR

INDIVIDUALIZED EDUCATION PROGRAM
ACTIVITY RECORD

STUDENT _____ TUTOR _____

Date	Objective	Materials & Activity	Evaluation	Follow-up (next lesson)

LEARNING DISABILITIES--A DEFINITION

Learning disabilities is most easily defined by what it is not. According to the 1968 National Advisory Committee to the Bureau of Education for the Handicapped, Office of Education guidelines, a learning disability does not include learning problems due primarily to:

1. Emotional disturbance
2. Mental retardation
3. Environmental deprivation
4. Sensory impairment, or
5. Motor handicaps

The exclusion of the above five major categories can often be misleading because many individuals with learning disabilities display other problems such as emotional or motor disorders. The key to the diagnosis of a specific learning disability, however, is that the primary cause of limited learning is due to a severe disability in the learning process. Additionally, the individual must be of average intelligence. (Many mentally retarded individuals have learning disabilities, for example, but because of their intellectual potential, are classified as mentally retarded, or some similar term, versus learning disabled.) Terms commonly used when referring to learning disabilities are dyslexia, minimal brain dysfunction (MBD), brain injured, hyperactivity, slow learner, the hidden handicap, and perceptual handicap.

The field of learning disabilities is relatively new when compared to other areas of special education. Early references to learning disabilities, then termed word-blindness and word-deafness, can be found in literature dating back to the late 1800's. Yet the field of learning disabilities and the programs which followed emerged essentially during the 1960's. Early programs stressed a complete lack of sensory stimulation. Classrooms were bare, painted beige, and had the windows covered. Teachers dressed very plainly. Today most learning disability classrooms are much more realistic in environment; however, high structure still characterizes the program, just as it did in the past.

Unfortunately, as a result of intense publicity concerning learning disabilities, in addition to the inherent vagueness of the label, learning disabilities has become a "catch-all" term. Underachievers, the undereducated, the slow learner, the miseducated are all far too easily termed as learning disabled. Though there are those who claim that 10-12% of the population are learning disabled, a more realistic figure is 3% (Hammill). This data is based on learning disabled children served through public school programs.

What then of the adult population? Given that approximately 3-10% of all children are severely learning disabled, and given that learning disabled programs are relatively new, it is, therefore, safe to assume that a minimum of 3% of the adult population either experienced severe learning problems when young or are still experiencing problems in learning new skills as a result of learning disabilities among students enrolled in ABE/GED programs, it can be assumed that many of the non-achieving students are in fact learning disabled. Several ABE/GED learning disabled students never received remedial assistance specifically designed to aid in compensating for the learning disability mainly because public school programs were simply not available at the time they were enrolled in school. Frustrated with the learning process, with the teachers, and

with themselves, these individuals chose to "drop out" of school as soon as possible rather than risk any more loss of self-esteem.

As the learning disabled child grows into adulthood, he/she acquires many defenses and manipulative techniques to hide his/her inadequacies in learning. As can be expected, many negative behaviors can become associated with the learning disability. Poor attendance, poor attention, an "I don't care" attitude, employment and marital problems, personality distortions, poor dress, poor motivation, or sometimes an "I'm the greatest" attitude, are all behaviors which can develop as a result of the continual failure experienced by a learning disabled individual.

Is it too late to help the adult with learning disabilities? Are behavior and learning patterns far too entrenched for intervention to be of any benefit? The answer really depends not on the individual but on the type of educational assistance offered to the individual. Instruction which is compensatory in nature, with a life skills orientation, and on a one-to-one personalized basis can be the key to functional literacy for the learning disabled adult.

DEFINITIONS OF A LEARNING DISABILITY

1947 Strauss, A. and Lehtinen, L. "brain-injured child"
The brain- injured child is the child who before, during, or after birth has received an injury to or suffered an infection of the brain. As a result of such organic impairment, defects of the neuromotor system may be present or absent; however, such a child may show disturbances in perception, thinking, and emotional behavior, either separately or in combination. This disturbance can be demonstrated by specific tests. These disturbances prevent or impede a normal learning process. Special educational methods have been devised to remedy these specific handicaps.

1962 Kirk, S.
A learning disability refers to a retardation, disorder, or delayed development in one or more of the processes of speech, language, reading, writing, arithmetic, or other school subjects resulting from a psychological handicap caused by a possible cerebral dysfunction and/or emotional or behavioral disturbances. It is not the result of mental retardation, sensory deprivation, or cultural or instructional factors.

1965 Bateman, B.
Children who have learning disabilities manifest an educationally significant discrepancy between their estimated intellectual potential and actual level of performance related to basic disorders in the learning process, which may or may not be accompanied by demonstrable central nervous system dysfunction, and which are not secondary to generalized mental retardation, educational or cultural deprivation, severe emotional disturbance, or sensory loss.

1966 Clements, S. "minimal brain dysfunction syndrome"
The term 'minimal brain dysfunction syndrome' refers to children of near average, average, or above average general intelligence with certain learning or behavioral disabilities ranging from mild to severe, which are associated with deviations of function of the central nervous system. These deviations can manifest themselves by various combinations of impairment in perception, conceptualization, language, memory, and control of attention, impulse, or motor function.

1967 Johnson, D. and Myklebust, H. "psychoneurological learning disability"
. . . we refer to children as having a psychoneurological learning disability, meaning that behavior has been disturbed as a result of a dysfunction of the brain and that the problem is one of altered processes, not of a generalized incapacity to learn. In those having a psychoneurological learning disability, it is the fact of adequate motor ability, average to high intelligence, adequate hearing and vision, and adequate emotional adjustment together with a deficiency in learning that constitutes the basis for homogeneity.

Definitions of a Learning Disability (cont.)

1968 National Advisory Committee to the Bureau of Education for the Handicapped Office of Education

Children with special learning disabilities exhibit a disorder in one or more of the basic psychological processes involved in understanding or in using spoken or written language. These may be manifested in disorders of listening, thinking, talking, reading, writing, spelling, or arithmetic. They include conditions which have been referred to as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, developmental aphasia, etc. They do not include learning problems which are due primarily to visual, hearing, or motor handicaps, to mental retardation, emotional disturbance or to environmental deprivation.

Characteristics of Adults with Learning Disabilities

1. Short attention and concentration spans

   The person has difficulty following a conversation or class discussion. His/her attention seems to wander. The person also shows difficulty concentrating on a task. He/she skips from one task to another, look up often, "fidgets," and just seems to never quite complete an assignment.

2. Perceptual deficits

   These can be in any or all of the areas of visual, auditory, or haptic (kinesthetic-tactile) perception. The person has difficulty interpreting information received through the senses.

3. Memory deficits

   Visual and/or auditory memory problems may occur in either of the short, intermediate, or long term memory spans. The person may show difficulty retaining information from one discussion point to another and/or from one class period to another. Great difficulty in learning results because of the lack of ability to build upon learned skills.

4. Distractibility

   The person is easily distracted by noises, movement, objects, etc.

5. Disinhibition

   The person appears to speak or act impulsively without thinking through a situation first. There is a lack of consideration for consequences.

6. Hyperactivity

   Whereas in children hyperactivity is quite apparent, for the child seems to be in "perpetual motion," in adults hyperactive tendencies are far more subdued. Movement in the chair, tapping of fingers and feet, chewing on pencils, speaking rapidly, all at extreme levels, are indications of hyperactivity.

7. Disorders in thinking

   Lack of ability to deal with abstract concepts, inferential thought, and poor cause and effect all come under the category of disorders in thinking. These problems are often manifested in problems with higher level reading comprehension skills.

8. Poor coordination

   The "clumsy" child growing into adulthood often no longer exhibits the once obvious signs of poor coordination. However, lack of interest in sports, and odd gait, or poor handwriting skills may still persist.

9. Soft neurological signs

   Mild tremors, poor fine motor skills (handwriting, needlework) tics, and speech articulation problems are all signs of subtle neurological disorders.

10. Language disorders

    Oral language -- The person may have difficulty expressing himself/herself in a complete or syntactically correct sentence. Words may be transposed. (It sure is a night dark.)

    Written language -- The person may have difficulty expressing himself/herself in writing. Sentences can be incompelte, syntax incorrect, or disassociated. Punctuation errors are quite common.

11. Specific disorders in the academic areas of reading, writing, spelling, and/or math.

    Severe underachievement in one or more academic area. Functional literacy and/or basic math processes not acquired.

12. Poor work habits, disorganization.

13. Lack of resourcefulness, poor decision-making abilities.

    The person depends on others to solve his/her problems, give him/her direction, or do things for him/her.

14. Emotional liability
    Alienation from families, loner
    Few established principals or ideals
    Inner rage
    Extremely poor self-concept
    Extreme frustration with self
    Yields quickly to immediate pressure
    Perseverance

15. Poor social perception

    The person has difficulty relating to others. Few friends. The person has difficulty understanding non-verbal communication (body language).

Indicators of Students with Possible Learning Disabilities

1. Does the person show severe underachievement in:

   word recognition
   reading comprehension
   spelling
   written language
   math

2. Does the person show difficulty in conveying ideas verbally such as:

   speaking in incomplete sentences
   using improper grammar
   poor oral vocabulary
   hesitation in speech
   transposition of words

3. Are there reversals, inversions and/or transpositions in his/her writing (letters or numbers)?

4. Does the person have great difficulty retaining information?

5. Does the person have great difficulty drawing conclusions, inferences, or abstractions?

6. Is the person easily frustrated by small setbacks or difficulties?

7. Does the person complain that he/she has always had trouble learning?

8. Does the person show poor motivation and/or an extreme drive to complete a task?

9. Does the person have difficulty in establishing friendships? Does he/she display socially unacceptable behavior and/or immature behavior?

10. Does the person give up too easily?

Guidelines for Aiding Adults with Learning Disabilities

1. Have your lesson very well prepared. Be organized.

2. Have your lesson provide a great deal of structure. Tell your student what the whole lesson will concern, what will be done first, second, and so on.

3. Don't do a lot of talking. Chances are your student won't be able to follow your train of thought. Talking can also be a distraction. Keep your discussion short and to the point.

4. Try to provide pictorial examples of what you're discussing.

5. Try to find a quiet non-distracting place for your student to work.

6. Keep to the lesson. Don't encourage discussion which has nothing to do with the lesson.

7. Provide short term tasks. Allow for short breaks between tasks.

8. Try to provide alternative ways for the student to assist his/her learning (tape recorders, audio-visual materials).

9. Give the student the responsibility and satisfaction of doing the work himself/herself. Provide structure, guidance and support, but not paper, pencil, and ideas.

10. Give constant encouragement, noting all successes no matter how small they may seem.

GLOSSARY OF TERMS

Ambidextrous	The ability to use both hands with equal ease and skill.
Anoxia	A lack of oxygen in the body systems which if severe enough may result in brain injury.
Articulation	The process by which speech sounds are produced by modifying the stream of voiced and unvoiced breath usually through movements of the jaws, lips, tongue, and soft palate.
Asymbolia	The loss of ability to understand symbols such as those used in math, chemistry, music, etc.
Attention Span	The length of time that an individual can pay attention or concentrate on a specific subject or activity without thinking of or attending to something else.
Audiologist	A professional person trained in the use of an audiometer to measure hearing acuity. The audiologist helps in diagnosing kinds of hearing losses and in selecting and fitting hearing aids.
Auditory Acuity	One's ability to hear sounds and to accurately differentiate between them; how well he/she hears.
Auditory Blending	The ability to synthesize the phonemes of a word, when they are pronounced with separations between phonemes, so that the word can be recognized as a whole.
Auditory Perception	The ability to hear and understand sounds and their meanings.
Capacity	One's potential to function in a given situation as determined by natural inherited ability and environmentally learned skills.
Cerebral Dominance	The tendency for one cerebral hemisphere, usually the left, to be better developed in certain functions, especially speech and handedness.
Clinical Teaching	An approach to teaching that attempts to tailor-make learning experiences for the unique needs of the child. Consideration is given to the child's individualistic ways of learning and processing information.
Educational Diagnosis	The use of tests and evaluative instruments to determine the educational or academic level at which children are functioning. The information collected through educational diagnosis is used in selecting services for children and in planning educational activities for them.

Educationally Handicapped	A term used in some state educational codes to refer to children other than the mentally retarded who, as a result of specific learning problems or behavioral problems, cannot receive the expected benefits from a regular class education.
Educational Therapist	A teacher who teaches or treats a child who has difficulty in learning. Specialized materials and methods are used.
Emotional Lability	The tendency toward cyclic emotional behavior characterized by sudden unexplainable shifts from one emotion to another.
Epilepsy	A chronic condition of the central nervous system characterized by periodic seizures accompanied by convulsions of the muscles, and with more severe attacks, loss of consciousness.
Etiology	The study or assignment of causes, reasons, or origins; especially of diseases.
Exceptional Child	A child who deviates markedly, either above or below the norm of his/her group, in his/her mental, emotional, physical, social, or sensory traits to a degree that he/she needs special services to help him/her profit from his/her educational experiences.
Exogenous	A term used to describe a condition resulting from factors from without, such as a physical non-hereditary condition.
Expressive Language Skills	Skills required to produce language for communication with other individuals. Speaking and writing are expressive language skills.
Eye-Hand Coordination	The ability of an individual to combine and coordinate the functions of the eyes and the hands in carrying out manipulative activities involving the hands.
Eye Coordination	The ability of an individual's eyes to attain a single image in visual activities.
Figure-Ground Distortion	An inability to focus on an object itself without having the background or setting interfere with perception.
Figure-Ground Perception	The ability to attend to one aspect of the visual field while perceiving it in relation to the rest of the field.
Finger Agnosia	Agnosia applying especially to localization and discrimination of stimuli on the fingers, particularly simultaneous ones.

Grapheme	The visual or written counterpart of a phoneme. In English, the same phoneme may be subject to different spellings.
Hypoactive	Showing an obvious loss or absence of physical activity.
Hypokinesis	Diminished motor function or activity of the body or of its several members.
Impulsivity	The behavioral characteristic of acting upon impulse without consideration of the consequence of an action.
Incidental Learning	Learning that takes place during an activity or experience where the primary goal of the activity or experience is not to teach the learning that takes place casually, for example, the social graces a mentally retarded child might learn while attending a party.
Innate Response System	The unlearned motor responses that the child has within at birth.
Integrative Learning	The type of learning in which all modality systems function simultaneously, working together as a unit. Also the process of incorporating input stimuli with previously learned information.
Learning Disability	A lack of achievement in a specific learning task that is within the range of achievement of individuals with comparable mental ability.
Learning Disorder	A diagnosed physical or neurological impairment that interferes with learning and academic achievement.
Linguistics	The scientific study of the nature and function of human language.
Maturation	The process an organism goes through to reach full development. This may apply to an organism physically, mentally or emotionally
Maturational Lag	A slowness in certain specialized aspects of neurological development.
Memory	The ability to store and retrieve upon demand previously experienced sensations and perceptions, even when the stimulus that originally evoked them is no longer present. Also referred to as "imagery" or "recall."
Meningitis	Inflammation of the membranes that envelop the brain and spinal cord.
Mental Ability	An inclusive term used to imply one's capacity in activities requiring intelligence, talent, aptitudes and related processes such as productive thinking and creativity.

Mental Age (MA)	The level of an individual's mental ability expressed in terms of the average chronological age of others having the same level of mental ability. As an example, a child who has a mental ability equal to that of the average 10 year old child would have a mental age of 10 years, regardless of the actual chronological age.
Mirror Reading	Reading from right to left where the images of the words are thought to be seen reversed, as though in a mirror.
Organicity	Reference to any condition resulting from an impairment of the central nervous system.
Perception	Awareness of one's environment through sensory stimulation. The interpretation of sensory information. The mechanism by which the intellect recognizes and makes sense out of sensory stimulation. The accurate mental association of present stimuli with memories of past experience.
Perception of Position in Space	Comprehending the position of two or more objects in relation to each other.
Perceptual Constancy	The accurate selection from the mass of incoming. The accurate interpretation of objects as being the same in spite of their being sensed in various ways (i.e., being turned, partially concealed, etc.)
Perceptual Disorder	A disturbance in the awareness of objects, relations or qualities, involving the interpretation of sensory stimulation.
Perceptually Handicapped	A term applied to the person who has difficulty in learning because of a disturbance in his/her preception of sensory stimuli.
Perceptual-Motor	A term describing the interaction of the various channels of perception with motor activity. The channels of perception include visual, auditory, tactual, and kinesthetic.
Phonetics	A study of all the speech sounds in language and how these sounds are produced.
Phonogram	A symbol that represents a speech sound; a phonogram may be a larger unit than a phoeme.
Psychoeducational Diagnostician	A specialist who diagnoses and evaluates a child who is having difficulty in learning. A variety of psychological and educational testing instruments are used.

Receptive Language	Language that is spoken or written by others and received by the individual. The receptive language skills are listening and reading.
Sensory-Motor	A term applied to the combination of the input of sensations and the output of motor activity. The motor activity reflects what is happening to the sensory organs such as the visual, auditory, tactual, and kinesthetic sensations.
Specific Developmental Dyslexia	Dyslexia of childhood origin, despite schooling, without known trauma to the brain and without parallel deficit in many other skills and activities of play, work, and general living.
Specific Language Disability	Usually the term is applied to those who have found it difficult to learn to read and spell, but who are otherwise intelligent, and usually learn arithmetic more readily. More recently, any language deficit, oral, visual, or auditory, if referred to with this term.
Strabismus	A condition where a person's eyes cross as a result of a weakness of one or more of the eye muscles. The crossing causes the eyes to not focus on the same object simultaneously.
Strauss' Syndrome	A term for the behavior of a child who is hyperactive, uncoordinated, has poor concentration, and learning problems, all of which are characteristics described by A. A. Strauss as being indicative of brain damage.
Visual Acuity	One's ability to see objects and to accurately distinguish their meanings; how well the student sees.
Visual-Motor Coordination	The ability to coordinate vision with the movements of the body or parts of the body.
Visual Perception	Identification, organization, and interpretation of sensory data received by the individual through the eye.
WISC	Wechsler Intelligence-Scale for Children -- An individualized administered test for measuring the intelligence of children. It is a widely used test and must be administered by a professional person trained in its administration. The test consists of twelve sub tests, six of which are grouped into a verbal scale and six of which are grouped into a performance scale. The total score is called the full scale. The test may be secured from: Psychological Corporation 304 East 45th Street New York, NY 10017

Word Attack Skills	A pedagogical term that refers to a child's ability to analyze unfamiliar words by syllables and phonic elements and so arrive at their pronunciation and possibly their meaning. Skills which a pupil learns to help read new and unfamiliar words. There are a number of these: recognition of word families, use of context, use of dictionaries, recognition of compound words, prefixes, suffixes, and knowledge of division of multi-syllabic words.

SELECTED HARPER MATERIALS ON LEARNING DISABILITIES

LC4704 .B36	Banas, Norma, Identifying Early Learning Gaps: A Guide to the Assessment of Academic Readiness, 1975.
LC4661 .B38	Benyon, Sheila Doran, Intensive Programming for Slow Learners, 1968.
LB1028 .B68	Briggs, Leslie J., Learner Variables and Educational Media, 1968.
LC4661 .C87	Cushenbery, Donald C., Effective Reading Instruction for Slow Learners, 1972.
LB1117 .F74	Frosty, Marianne, Learning Problems in the Classroom, 1973.
LC4704 .G42	Gearheart, Bill, Teaching the Learning Disabled: A Combined Task-Process Approach, 1976.
LC4015 .V3	Geddes, Diana, Show Me How, 1975.
PE1121 .H3	Hall, Eugene, The Signs of Life: A Reading Improvement Text for Adults.
L31050.5 .H29	Hart, J. A., Books for the Retarded Reader, Biblio., 1970
LB1134 .H3	Hayes, Marnell L., The Tuned-in, Turned On Book About Learning Problems, 1974.
LC4580 .J6	Johnson, Doris J., Learning Disabilities: Educational Principles and Practice, 1967.
LB1050.5 .K26	Kaluger, George, Reading and Learning Disabilities, 1969.
LB1135 .K7	Kronick, Doreen, What About Me?, The LD Adolescent, 1975.
LC4601 .L4	Learning Disabilities: Its Implications to a Responsible Society. Edited by Doreen Kronick, 1974.
LB1134 .L47	Lerner, Janet W., Children with Learning Disabilities, 1971.
LB1029 .R4M362	Mann, Philip H., Handbook in Diagnostic Teaching: A Learning Disabilities Approach, 1974.
LB1134 .M3	McCarthy, James Jerome, Learning Disabilities, 1969
LB1050.5 .M516	Miles, Thomas Richard, On Helping the Dyslexic Child, 1970.
LB1134 .O5	O'Neil, Robert F., Learning Disabilities and Reading Difficulties, 1969.

RJ496 .A5P35 — Paine, Richard S., Dyslexia and Reading Disabilities, 1972.

LB1134 .R6 — Rodman, Audrey, Getting On Track, 1973.

LB2331 P67 — Roueche, John E., Overcoming Learning Problems, 1977.

LB1050.5 .528 — Schell, Leo H., Remedial Reading, 1978.

LB1050.5 .S83 — Strang, Ruth May, Understanding and Helping the Retarded Reader, 1965.

LB1050.5 .L63 — The Underachiever in Reading, compiled by H. Alan Robinson, 1962

LB1029 .R4C45 — Uraney, Clara H., Remedial Learning Problems, 1974.

LC4704 — Valett, Robert E., Learning Disabilities: Diagnostic-Prescriptive Instruments, 1973.

LC4704 .V3 — Valett, Robert E., Effective Teaching: A Guide to Diagnostic-Prescriptive Task Analysis, 1970.

LB1134 .V34 — Valett, Robert E. Programming Learning Disabilities, 1969.

LC4704 .W54 — Wiig, Elizabeth H., Language Disabilities in Children and Adolescents, 1976.

BRAIN WOUNDS AND INJURIES

LC4602 .A5 — Anderson, Robert P., The Child with Learning Disabilities and Guidance, 1970.

LC4580 .E2 — Ebersole, Marylou, Steps to Achievement for the Slow Learner, 1968.

RJ496 .A5K5813 — Klasen, Edith, The Syndrome of Specific Dyslexia, 1972

RJ496 .A5P35 — Paine, Richard, Dyslexia and Reading Disabilities, 1972.

RJ506 .M4528 — Schain, Richard J., Neurology of Childhood Learning Disorders, 1972.

RJ499 .S8 — Strauss, Alfred A., Psychopathology and Education of the Brain Injured Child, 1947-55.

Tape 2740 — Innovative Composition Causes for Learning Disabilities, National Council of Teachers of English, 1975.

Record 1741 — Educational Aspects of Learning Disabilities.

ASSESSMENT AND INSTRUCTIONAL RESOURCES

The following lists encompass the most frequently used materials for assessment and instructional purposes. An * indicates materials that have been found to be most successful for use with learning disabled adults. A publisher's reference follows the materials list.

SUBJECT	READING LEVEL	NAME	PUBLISHER	INTEREST LEVEL	TYPE OF MATERIAL
READING INSTRUCTION	1 - 4	*The New Streamlined English Series Skill Books 1-5	New Readers Press	Adult	Workbook Sequential Instruction
	1 - 4	Short Stories to accompany The New Streamlined English Series	New Readers Press	Adult	Story Booklets
	2 - 3	Steps to Learning Book 1	Steck-Vaugh Company	Adult	Workbook
	2 - 3	Steps to Learning Book 2	Steck-Vaughn Company	Adult	Workbook
	1 - 2	Language Arts Program Reading 1	Cambridge Book Company	Adult	Workbook
	1 - 2	*Reading Power Book 1	Monarch Publishing Co.	Adult	Sequential Instruction Whole word approach
	1 - 2	*Reading Power Book 2	Monarch Publishing Co.	Adult	Sequential Instruction Whole word approach
	3	*Reading Power Book 3	Monarch Publishing Co.	Adult	Sequential Instruction Whole word approach
	3	*Reading Power Book 4	Monarch Publishing Co.	Adult	Sequential Instruction Whole word approach
	7 - Adult	*Word Attack Manual	Educators Publishing Service	7 - Adult	Workbook Instruction in Structured Analysis

SUBJECT	READING LEVEL	NAME	PUBLISHER	INTEREST LEVEL	TYPE OF MATERIAL
READING INSTRUCTION	1 - 2	Adult Reader	Steck-Vaughn	Adult	Workbook Sight words taught in story context
	3 - 4	Basic Reading Book 1	Steck-Vaughn	Secondary - Adult	Workbook
	3 - 4	Basic Reading Book 2	Steck-Vaughn	Secondary - Adult	Workbook
	1 - 2	*Working with Word Patterns	Steck-Vaughn	Adult	Workbook Word families emphasized
	K - 6	Merrill Linguistic Reading Program 1975	Merrill Publishing Co. (Bell & Howell)	K - 6	Total reading series. (Phonics approach) Good resource series.
	K - 6	Reading for Concepts Books A - H	McGraw - Hill Book Co.	Intermediate - Adult	Supplementary - for reading comprehension.
	2 - 4	*Building Word Power	Steck-Vaughn Co.	Adult	Workbook word families - excellent sequence of instruction
	1 - 6	*Programmed Reading for Adults Books 1-8	McGraw-Hill Book Company	8 - Adult	Sequential program in decoding skills Linguistic Series
	7 - Adult	The Structure of Words	Educator's Publishing Service	7 - Adult	Workbook - good structured basis for word analysis
	1 - 3	*Sound Out Troubleshooter I Book 1	Houghton Miffin Co.	Secondary - Adult	Workbook - good sequence on encoding skills

SUBJECT	READING LEVEL	NAME	PUBLISHER	INTEREST LEVEL	TYPE OF MATERIAL
READING INSTRUCTION 35	1 - 4	*Sound Off Troubleshooter I Book 2	Houghton Miffin Co.	Secondary - Adult	Workbook - good follow up series on vowels
	3 - 8	*Word Attack Troubleshooter I Book 4	Houghton Miffin Co.	Secondary - Adult	Workbook on Vowels and Structural analysis
	5 - 8	*Word Recognition Troubleshooter II Book 1	Houghton Miffin Co.	Secondary - Adult	Workbook on syllabication and word knowledge
	2 - 4	Pal Paperbacks	Xerox	Secondary - Variety of high interest stories	Resource
	1 - 9	New Reading Skill Builders	Reader's Digest	Elementary level stories	Short stories building on word recognition and comprehension
	1 - 5	Open Door Books	Children's Press	Adult - Variety of high interest stories	Resource
	4 - 6	Fantastic Facts	Scholastic Book Services	6 - 10	Workbook Resource
	6 - 8	Real Life Reading Skills	Scholastic Book Services	6 - Adult	Workbook Resource
	2 - 3	*Practice in Reading	Steck-Vaughn Co.	Adult	Workbook
	1	From A to Z	Steck-Vaughn Co.	Adult	Alphabet Instruction

SUBJECT	RE ING LEVEL	NAME	PUBLISHER	INTEREST LEVEL	TYPE OF MATERIAL
READING INSTRUCTION 36	3	*Sights and Sounds Book 1	Globe Book Co.	7 - Adult	Short story selections. Vocabulary & Reading Comp. ex.
	3 - 5	Stranger Than Fiction	Globe Book Co.	Intermediate - 8th Grade	Short story selections. Vocabulary & Reading Comp. ex.
	4 - 5	Sights and Sounds Book 2	Globe Book Co.	7 - Adult	Short story selections. Vocabulary & Reading Comp. ex.
	3 - 4	Reading Development Kit A	Addison-Wesley Publishing Co.	Secondary - Adult	Kit Short stories with comprehension check
	4 - 5	Real Stories Book A	Globe Book Co.	7 - Adult	Short Story Selections Vocabulary and Comprehension ex.
	4 - 5	Real Stories Book 1	Globe Book Co.	7 - Adult	Short Story Selections Vocabulary and Comprehension ex.
	4 - 5	*Alike But Different	Globe Book Co.	7 - Adult	Short Story Selections Vocabulary and Comprehension ex.
	4 - 5	Legends for Everyone	Globe Book Co.	Intermediate	Short Story Selections Vocabulary and Comprehension ex.
	1 - 3	Merrill Linguistic Reader: Refresher Program	Merrill Publishing Co.	5 - Adult	Programmed Linguistic Series
	3 - 4	The Reading Attainment System	Grober Ed. Corp.	Secondary	Short Story selections with comp. check Laminated mat.

SUBJECT	READING LEVEL	NAME	PUBLISHER	INTEREST LEVEL	TYPE OF MATERIAL
READING INSTRUCTION	4 - 5	*Spelling Action Troubleshooter I Book 3	Houghton-Miffin Co.	Secondary - Adult	Workbook on Spelling patterns
	1 - 3	*Programmed Phonics Books 1 & 2	Educator's Publishing Service	Secondary - Adult	Workbook-short lessons on basic phonetic patterns with cassettes
	7 - secondary	Basic Reading Skills	Scott, Foresman & Co.	7 - Adult	Workbook-short lessons in using context and word recognition skills
	6 - 8	*Word Mastery Troubleshooter I Book 5	Houghton-Miffin Co.	Secondary - Adult	Workbook - Structural Analysis
	6 - 8	*Vocabulary Troubleshooter II Book 2	Houghton - Miffin Co.	Secondary - Adult	Workbook - Vocabulary Development
	7 - 12	Reading Rate and Comprehension book 4 Troubleshooter II	Houghton - Miffin Co.	Secondary - Adult	Workbook-reading selections with comprehension checks
	7 - 12	Reading in Specific Subjects Troubleshooter II Book 5	Houghton - Miffin Co.	Secondary - Adult	Workbook-reading selections in different academic areas
	7 - 12	Reading and Study Skills Book 6 Troubleshooter II	Houghton - Miffin Co.	Secondary - Adult	Workbook
	Basic Reading	Steck-Vaughn Adult Reading Series - A Sequential Progarm	Steck-Vaughn Co.	Adult	Workbook series emphasizing sight words and sound patterns with cassettes
	1 - 3	*Word Tracking	Ann Arbor Publishers Inc.	Intermediate - Adult	Workbook emphasizing directionality and word recognition

38

READING INSTRUCTION

SUBJECT	RE. NG LEVEL	NAME	PUBLISHER	INTEREST LEVEL	TYPE / MATERIAL
	1 - 4	Cues & Comprehension	Ann Arbor Publishers, Inc.	Intermediate - Adult	Workbook -short exercises in comprehension
	4 - 5	Improving Word Skills	Educator's Publishing Service	Intermediate - Adult	Workbook-short exercises for word recognition skills
	4	*Windows	McGraw-Hill	Secondary - Adult	Short Stories

SUBJECT	INSTRUCTIONAL LEVEL	NAME	PUBLISHER	INTEREST LEVEL	TYPE OF MATERIAL
SPELLING	5 - 7	*Spellbound	Educator's Publishing Service	Secondary - Adult	Workbook -good sequence of instruction in spelling patterns
	2 - 8	*Continuous Progress in Spelling Level 2	The Economy Company	Intermediate - Adult	Sequenced lists of words built around word patterns.
	5 - 8	Spell Stumpers	Ideal School Supply	Intermediate - Secondary	Ditto masters of crossowrd puzzles
	1 - 5	*KISP	Educator's Publishing Service	Intermediate - Adult	Workbook Programmed series Sound-symbol approach. With cassettes
	5 - 7	*The Spell of Words	Educator's Publishing Service	Secondary - Adult	Workbook-good reinforcement series to Spell-bound. Similar Sequence of inst.
	1 - 3	*English Sounds and Spelling	Prentice-Hall	Secondary - Adult	Workbook-excellent lessons in sound-symbol association
	3 - 4	Across and Down	Scholastic Magazines Inc.	7 - Secondary	Workbook Crossword puzzles built around word families
	Basic Spelling Skills	Phonics and Spelling Series	Tutor Tapes	Adult	Cassette tapes provide drill on short & long word patterns

SUBJECT	INSTRUCTIONAL LEVEL	NAME	PUBLISHER	INTEREST LEVEL	TYPE OF MATERIAL
LANGUAGE INSTRUCTION 40	4 - 6	The MOTT Basic Language Skills Program	Allied Educational Council	Intermediate - Adult	Workbook Programmed Instruction
	9 - 12	Word Power	Scholastic Book Services	Secondary	Workbook Word patterns
	4 - 6	Improving Word Skills	Educator's Publishing Service	7 - Adult	Workbook Structural Analysis Skills
	2 - 4	*Everyday English	Steck-Vaughn Co.	4 - Adult	Workbook Basic Language Patterns
	2 - 4	*Using English	Steck-Vaughn Co.	Adult	Workbook Basic Language Patterns
	1 - 2	Writing Skills Book A	Scholastic Magazines	7 - Secondary	Booklet Not Recommended
	3 - 4	Writing Skills Book B	Scholastic Magazines	7 - Secondary	Booklet Not Recommended
	2 - 3	*Acquiring Language Skills	McGraw-Hill Book Co.	Secondary - Adult	Workbook-basic language skills-incorporates coping skills
	2 - 3	*Building Language Skills	McGraw-Hill Book Co.	Secondary - Adult	Workbook-basic language skills-incorporates coping skills
	3	*Directing Language Skills	McGraw-Hill Book Co.	Secondary - Adult	Workbook-basic language skills-incorporates coping skills

41

LANGUAGE INSTRUCTION

SUBJECT	INSTRUCTIONAL LEVEL	NAME	PUBLISHER	INTEREST LEVEL	TYPE MATERIAL
	3	*Continuing Language Skills	McGraw-Hill Book Co.	Secondary - Adult	Workbook -basic language skills- incorporates coping skills
	Intermediate	*Sentence Improvement	Houghton-Miffin Co.	Secondary - Adult	Workbook Development of Syntax Skills
	Intermediate	*Paragraph Development	Houghton-Miffin Co.	Secondary - Adult	Workbook
	Intermediate	Sentence Strength	Houghton-Miffin Co.	Secondary - Adult	Workbook - Emphasis on Subject and Predicate
	Intermediate	*Punctuation Power	Houghton-Miffin	Secondary - Adult	Workbook
	Intermediate	*English Achievement Troubleshooter I Book 8	Houghton-Miffin	Secondary - Adult	Workbook Emphasis on Refined Language skills
	5 - 8	*English Grammar through Guided Writing; Verbs & Parts of Speech	Prentice-Hall	Secondary - Adult	Workbook Excellent short exercises
	5 - 8	Language in Daily Living Books 1,2,3,4	Steck-Vaughn	Adult	Workbook-short exercises using a high interest approach
	3 - 8	*EDL Write-on Worksheets	McGraw-Hill Book Co.	Secondary - Adult	Ditto Masters- excellent sequence of instruction

SUBJECT	INSTRUCTIONAL LEVEL	NAME	PUBLISHER	INTEREST LEVEL	TYPE OF MATERIAL
MATH 42	5 - 6	Programmed Math Decimals, Book 7	McGraw-Hill Book Co.	Intermediate-Adult	Workbook Programmed Instruction
	5 - 6	Programmed Math Measurement, Book 8	McGraw-Hill Book Co.	Intermediate - Adult	Workbook Programmed Instruction
	1 - 6	Individualized Computational Skills Program	Houghton-Miffin Co.	Primary - Adult	Individual pages Sequential Instruction
	9 - 12	Dollars and Sense	Scholastic Book Services	Adult	Workbook Resource
	1 - 3	*Acquiring Arithmetic Skills	McGraw-Hill Book Co.	Secondary - Adult	Workbook Basic Skills
	2 - 4	*Building Arithmetic Skills	McGraw-Hill Book Co.	Secondary - Adult	Workbook Basic Skills
	3 - 6	*Directing Arithmetic Skills	McGraw-Hill Book Co.	Secondary - Adult	Workbook Basic Skills
	3 - 6	*Continuing Arithmetic Skills	McGraw-Hill Book Co.	Secondary - Adult	Workbook Basic Skills
	1 - 2	*Basic Practice in Addition	Love Publishing Co.	2 - Adult	Ditto Masters
	1 - 3	*Basic Practice in Subtraction	Love Publishing Co.	3 - Adult	Ditto Masters

SUBJECT	INSTRUCTIONAL LEVEL	NAME	PUBLISHER	INTEREST LEVEL	TYPE OF MATERIAL
MATH	3 - 5	*Basic Practice in Multiplication	Love Publishing Co.	4 - Adult	Ditto Masters
	4 - 6	*Basic Practice in Division	Love Publishing Co.	5 - Adult	Ditto Masters
	Basic Skills	*Money - Basic Skills in Mathematics	Allyn & Bacon, Inc.	Secondary - Adult	Workbook much visuals
	Basic Skills	Steps to Mathematics Books 1 & 2	Steck-Vaughn Co.	Secondary - Adult	Workbook Drill format
	1 - 3	*Reproducible Mathematics Skills Inventory Level A	Bomar Publishing Co.	2 - Adult	Individual pages-good format for LD students
	Basic Skills	*Using Dollars and Sense	Fearon-Pitman Publishers, Inc.	Secondary - Adult	Workbook Provides relevant exercises
	Repeat	*Working Makes Sense	Fearon-Pitman Publishers, Inc.	Secondary - Adult	Workbook Provides relevant exercises
	Repeat	*Metrics	Ann Arbor Publishers	Secondary - Adult	Workbook Good Format
	Basic Skills	The Money Book	Xerox Publishing Co.	Secondary	Booklet relevant exercises-reading skills needed
	Repeat	Figure It Out	Xerox Publishing Co.	Secondary	Booklet Time and Making change exercises
	Repeat	Math that Pays Off	Xerox Publishing Co.	Secondary	Booklet-on the job math skills emphasized

SUBJECT	INSTRUCTIONAL LEVEL	NAME	PUBLISHER	INTEREST LEVEL	TYPE OF MATERIAL
VOCATIONAL EDUCATION	Adult	Starting Work	SRA	Adult	Workbook Not recommended for LD students
	Adult	On the Job	SRA	Adult	Workbook Not recommended for LD students
	Adult	Keeping the Job	SRA	Adult	Workbook Not recommended for LD students
	Adult	Working for the City	SRA	Adult	Workbook Not recommended for LD students
	Adult	Time Out for Leisure	SRA	Adult	Workbook Not recommended for LD students
	7 - 8	The Jobs Book	Scholastic Book Services	Secondary	Workbook General Vocational
	Adult	*Forms in Your Future	Globe Book Co.	Adult	Workbook Excellent resource of essential forms
	4 - 5	Using the Want Ads	Janis Book Publishers	Secondary	Workbook
	4 - 5	*The Bank Book	Frank E. Richards Publishing Co.	Adult	Workbook Banking Skills
	4 - 5	*Application Forms	Frank E. Richards Publishing Co.	Adult	Workbook-good preview series to Forms In Your Future

45

VOCATIONAL EDUCATION

SUBJECT	INSTRUCTIONAL LEVEL	NAME	PUBLISHER	INTEREST LEVEL	TYPE OF MATERIAL
	3 - 4	*Young Homemaker's Cookbook	Fearon-Pitman Publishers, Inc.	Adult	Booklet Good resource
	3 - 4	*Getting Ready To Cook	Fearon-Pitman Publishers, Inc.	Adult	Booklet Good resource
	3 - 4	*Planning Meals and Shopping	Fearon-Pitman Publishers, Inc.	Adult	Booklet Good resource
	3 - 4	*The Job Box	Fearon-Pitman Publishers, Inc.	Adult	Kit-excellent reading selection on various trade occupations
	7 - 8	*Be Informed Series	New Readers Press	Adult	Two notebooks good resource on coping skills

SUBJECT	INSTRUCTIONAL LEVEL	NAME	PUBLISHER	INTEREST LEVEL	TYPE OF MATERIAL
HANDWRITING SKILLS	Manuscript	Manuscript Handwriting Kit	Continential Press	Primary - Adult	Ditto Series
	Cursive	Cursive Handwriting Kit	Continential Press	3 - Adult	Ditto Series
	Cursive	Cursive Writing Level 2	Ann Arbor Publishers	Intermediate Adult	Good page Format
	Adult	*Type It	Educator's Publishing Service	Adult	Linguistic Typing Program

ADULT BASIC EDUCATION/LEARNING DISABILITIES PROGRAM

TESTS USED	PUBLISHER	USE
Slosson Intelligence Test for Children and Adults	Slosson Educational Publications Inc.	Mental Capacity
Peabody Picture Vocabulary Test	American Guidance Service	Mental Capacity
Adult Basic Education Reading Placement Test, Harper College (copy included)		Achievement
Peabody Individual Achievement Test	American Guidance Service	Achievement
Wide Range Achievement Test - Spelling only	Guidance Associates	Achievement
San Diego Quick Assessment (copy included)		Achievement
ABE/LD Screening Test (copy included)		Diagnostic
Monroe-Sherman Diagnostic Reading and Achievement Tests	Nevins Printing Company	Diagnostic
Woodcock Reading Mastery Tests	American Guidance Service	Diagnostic
Key Math Diagnostic Arithmetic Test	American Guidance Service	Diagnostic
Goldman-Fristoe-Woodcock Sound Symbol Tests	American Guidance Service	Diagnostic
Adult Informal Reading Test (Leibert)	University of Missouri	Diagnostic
Vincennes University ABE Reading Inventory (copy included)	Vincennes University	Diagnostic

TESTS USED	PUBLISHER	USE
Wepman Test of Auditory Discrimination	Language Research Associates	Psycholinguistic Processes
Detroit Test of Learning Aptitude	Bobbs-Merril Company	Psycholinguistic Processes
Goldman-Fristoe-Woodcock Auditory Memory Tests	American Guidance Service	Psycholinguistic Processes

1. American Guidance Service
   Publisher's Building
   Circle Pines, MN 55014

2. Ann Arbor Publishers, Inc.
   P.O. Box 388
   Worthington, Ohio 43085

3. Bell & Howell
   Audio-Visual Products Div.
   7100 N. McCormick Road
   Chicago, IL 60645

4. Bowmar/Noble Publishers, Inc.
   4563 Colorado Blvd.
   Los Angeles, CA 90039

5. Cambridge - The Basic Skills Co.
   A New York Times Co.
   488 Madison Ave.
   New York, NY 10022

6. Career Education, College of Education
   Michigan State University
   East Lansing, MI 48824

7. Charles E. Merrill Publishing Co.
   A Bell & Howell Co.
   Columbus, Ohio 43216

8. College Catalog
   Special Learning Corp.
   42 Boston Post Road
   Guilford, Conn. 06437

9. Curriculum Associates
   6 Henshaw Atreet
   Woburn, MA 01801

10. Educational Activities, Inc.
    P.O. Box 392
    Freeport, NY 11520

11. Educator's Publishing Service, Inc.
    75 Moulton Street
    Cambridge, MA 02138

12. EMC Corp.
    180 East Sixth Street
    Saint Paul, MN 55101

13. Fearon Publishers, Inc.
6 Davis Drive
Belmont, CA 94002

14. Follett Publishing Co.
1010 Washington Blvd.
Chicago, IL 60607

15. Frank E. Richards Publishing Co., Inc.
P.O. Box 66
Phoenix, NY 13135

16. Globe Book Co., Inc.
175 Fifth Ave.
New York, NY 10010

17. Houghton Mifflin
1900 So. Batavia Ave.
Geneva, IL 60134

18. Ideal School Supply Co.
11000 S. Lavergne Ave.
Oak Lawn, IL 60453

19. Jamestown Publishers
P.O. Box 6743
Providence, RI 02940

20. Janus Book Publishers
25825 A Mission Blvd.
Hayward, CA 94544

21. Language Research Associates, Inc.
P.O. Box 2085
Palm Springs, CA 92262

22. Love Publishing Co.
6635 E. Villanova Place
Denver, CO 80222

23. McGraw-Hill Book Co.
1221 Avenue of the Americas
New York, NY 10020
Spec. Ed. Dept. - 26th floor

24. Modern Education Corp.
P.O. Box 721
Tulsa, OK 74101

25. New Readers Press
Division of Lauback Literacy
International Box 131
Syracuse, NY 13210

26. Opportunities for Learning
5024 Lankershim Blvd.
Dept. 7A7
North Hollywood, CA 91601

27. Scholastic Book Services
904 Sylvan Ave.
Englewood Cliffs, NJ 07632

28. Scholastic Testing Service, Inc.
480 Meyer Road
Bensenville, IL 60106

29. Steck-Vaugh Co.
P.O. Box 2028
807 Brazos
Austin, TX 78767

30. Teaching Resources Corp.
100 Boylston Street
Boston, MA 02116

31. The Economy Company
5455 W. 84th
P.O. Box 68502
Indianapolis, IN 46268

32. The National Diffusion Network
U.S. Office of Education
Washington, D.C.

IL Contact:
Shirley Menendez, Director
IL Project for Educational Replication
500 Market Street
Jones Building
P.O. Box 29
Metropolis, IL 62960

33. The National Easter Seal Society
for Crippled Children and Adults
2023 W. Ogden Ave.
Chicago, IL 60612

34. The Teacher's Market Place
16220 Orange Ave.
Paramount, CA 90723

35. Tutortapes
1139 W. North Street
Anaheim, CA 92801

36. Xerox Education Publications
1250 Fairwood Ave.
P.O. Box 2639
Columbus, Ohio 43216

37. Paul S. Amidon
& Associates, Inc.
1966 Benson Avenue
St. Paul, MN 55116

38. Monarch Press
A Simon & Schuster Division
of Gulf & Western Corporation
Simon & Schuster Building
1230 Avenue of the Americas
New York, NY 10020

39. Guidance Associates
1526 Gilpin Avenue
Wilmington, Delaware 19806

40. C.H. Nevins Printing Company
311 Bryn Mawr Island
Bayshore Gardens
Bradenton, Florida 33505

41. Slosson Educational Publications Inc.
P.O. Box 280
East Aurora, New York 14052

Student	Pre-Instruction Score (Grade Equivalent)	Post-Instruction Score (g.e.)	Growth	Length of Instruction
Student # 1	2.8 + (r) 3.7 (s)	Left program Job interference	---- ----	----- -----
Student # 2	2.2 (r)	Left program	___	2 months
Student # 3	non-reader	reading 2.0 spelling 2.0	2.0 2.0	3 months 7 months
Student # 4	4.2 (r) 5.6 (s)	reading 7-8 Spelling 5.7	+3.0 .1	5 months 5 months
Student # 5	non-reader	reading 2-3	2.5	3 months
Student # 6	9.0 (r) 8.7(s)			3 months 3 months
Student # 7	3.0 (r) 2.4 (s)	reading 6 spelling 3.7	3.0 1.3	7 months 7 months
Student # 8	non-reader - expressive aphasia stroke victim - instruction postponed due to heart condition			2 months
Student # 9	2-3 (r) 1-2 (s)	reading 3-4 spelling 2.9	1.0 1.0	6 months 6 months
Student #10	1.5 (r) 1.5 (s)	reading 3 spelling 3.5	1.5 2.0	7 months 7 months
Student #11	4.0 (r) 4.2 (s)	reading 6.0 spelling 6.0	2.0 1.8	3 months 3 months
Student #12	2.0 (r) 1.0 (s)	not posttested	--- ---	2 months 2 months
Student #13	4.0 (r)	reading 7.0	3.0	3 months
Student #14	4.0 (r) -3.0 (s)	reading 6.0 spelling 5.0	2.0 2.0	5 months 5 months
Student #15	4.0 (r) 2.0 (s)	reading 9-10 spelling 2.2	5.0 .2	7 months 7 months
Student #16	1.0 (r)	reading 1.0 +	---	2 months
Student #17	6.5 + (r) 4.0 (s)	reading 10.0 spelling 9.0	3.0 5.0	3 months 3 months
Student #18	2.9 (s)	Not post tested Under post instruction.		7 months

Student	Pre-Instruction Score (Grade Equivalent)	Post-Instruction Score (g.e.)	Growth	Length of Instruction
Student #19	2.5 (r) 2.5 (s)	reading 4-5 spelling 2.7	+2 years .2	4 month 4 month
Student #20	2.7 (r) 2.7 (s)	reading 4 spelling 2.9	1.5 .2	4 month 4 month
Student #21	4.0 (r) 3.0 (s)	reading 6-7		4 month 4 month
Student #22	3.0 (s)	not posttested	---	2 month
Student #23	3.5 + (r) 1.0 (s)	continuous absence	---	-----
Student #24	4.0 + (r) 3.0 + (s)	reading 5.0	1 year	3 month 3 month

NAME (	SUMMARY STATEMENT	OBJECTIVES	MATER LS USED
Student # 1	Specific difficulties noted in auditory and visual sequential memory. Perceptual confusion and directionality problems. Instruction should utilize a visual approach.	To be able to immediately recognize 100 sight words. to be able to spell 50% of all sight words presented. To be able to use the calculator for everyday math situations.	Practice In Reading Reading 1300 Cues and Comprehension Working Makes Sense Monetary Forms
Student # 3	Limited reading skills with survival skills for occupation and driving developed. Total lack of written language skills.	To be able to identify one-syllable words. To gain meaning from words read.	The New Streamline English Series Skill Books 1 & 2
Student # 5	Severely disabled. Poor associative skills. Lack of social perception and skills. Tendency to develop dependent relationships. High motivation to improve skills.	To learn 50 life-related sight words. To be able to use the calculator for daily math problems To be able to read a digital clock.	Rebus cards Reading 1100 Reading 1200 Using Dollars and Sense (with calculator) Teacher-made materials
Student # 4	Difficulty with short term memory. Inadequate development of oral and written language skills. Poor abstract thinking.	To be able to use new vocabulary words meaningfully. To be able to utilize spelling rules with 90% accuracy. To be able to use the correct verb tense when speaking and writing. To be able to answer with 90% accuracy questions concerning recall and inference of material read.	English Grammer Through Guided Writing: Verbs World of Vocabular The Spell of Words Everyday English Daily Newspaper
Student # 7	Jim demonstrates difficulty in visual and auditory sequencing. Motivation to improve skills is good. Emphasis should be on a structured, concrete program in developmental reading and spelling.	To be able to demonstrate an understanding of syllabication. To be able to spell one-syllable words with 95% accuracy. To be able to identify word parts.	Word Attack Manual Spellbound

55

NAME	SUMMARY STATEMENT	OBJECTIVES	MATERIALS USED
Student # 9	Carl had difficulty with word synthesis. He will need a whole word approach and a consistent educational program to make the gains he is able to make.	To be able to recognize 70 words. To be able to use capital letters correctly. To be able to alphabetize. To be able to use simple punctuation correctly.	Adult Reading Improvement Series Reading Power, Book 1 Building Language Skills
Student #10	George's reading skills are quite limited. He shows difficulty with abstract information. Instruction needs to deal with concrete concepts. Structured, meaningful instruction is a must.	To be able to recognize one-syllable words. To be able to answer reading comprehension questions with 90% accuracy. To be able to recognize chosen job vocabulary words.	The New Streamlin English Series, Books 2-5 Programmed Phonic Books 1 & 2 Ideal Reading Cassette Progra Newspaper Job Manual
Student #12	Joe evidences problems in auditory memory resulting in poor spelling and reading comprehension skills. He is very anxious about himself and will need to experience total success through structured lessons.	To be able to use the doubling and silent e rule when spelling. To be able to spell 50 words. To be able to read on sight 60 additional words.	Spellbound Building Word Power Reading Power, Book 1
Student #11	Difficulty with auditory processing skills (attention, retention, comprehension). Good compensatory skill visually.	To be able to add and subtract fractions. To be able to use the doubling and silent e rules with 90% accuracy. To be able to answer all recall questions with 90% accuracy.	Fraction Exercise The Spell of Word Real Stories, Book 1 Reading for Concepts
Student #13	Severe auditory memory problems (short term and sequential memory). Poor attention to details Need for high structure, specific, short tasks.	To be able to recall literal information from a 2-3 sentence paragraph. To improve attention and concentration spans.	Real Stories A Truer than Fictio Reading for Concepts Psychotechnics, Locating the Answer, C

NAME	SUMMARY STATEMENT	OBJECTIVES	MATERIALS USED
Student #14	Janell shows severe disabilities in the area of abstract thinking, auditory comprehension, auditory sequential memory, and rate of comprehension. She needs to develop coping skills to enable her to become more independent.	To be able to use the calculator to complete daily math problems. To be able to complete essential daily forms. To be able to write a sequential paragraph. To be able to recognize word families in spelling.	Using Dollars and Sense Working Makes Sense Figure It Out Math That Pays Off Forms in Your Life Directing Language Skills KISP
Student #17	Kathy has much difficulty in perceiving part-whole relationships. She attacks all problems as whole rather than analyzing small steps.	To be able to utilize the carrying process through the 1,000ths place. To be able to apply the doubling rule and silent e rule when adding suffixes to one-syllable words. To be able to answer all comprehension questions with 90% accuracy.	Basic Practice in Addition Spellbound Alike But Different
Student #15	Auditory sequential memory deficits. Instruction should be essentially through a visual approach (whole words, structural analysis, use of many examples and visual cues).	To be able to divide through the 100's place with meaning (complete multiplication series first). To be able to spell level 2,3,4 words with 90% accuracy. To improve knowledge of verb tense. To be able to recognize 60 additional sight words.	Basic Practice in Division CPS (Levels 2,3,4) English Grammar through Guided Writing Newspaper Continuing Arithmetic Skill Spelling Action Troubleshooter I Magazines Crossword Puzzles
Student #16	Decoding skills are very limited. Previous attempts to develop reading skills have been unsuccessful. Emphasis should be on a whole word approach as learning disabilities are present in the auditory processing areas.	To be able to spell word lists 1 & 2 with 95% accuracy. To be able to recognize 100 new words. To be able to recognize 100 new words. To be able to write a 4 sentence paragraph.	CPS Word Power Adult Reader Reading Practice Everyday English

57

NAME	SUMMARY STATEMENT	OBJECTIVES	MATERIALS USED
Infant	Infant has great difficulty in the areas of short term visual memory and visual sequential memory. He needs to rely on auditory skills for compensation.	To be able to decode and encode short vowels. To be able to recognize word families in spelling	Programmed Phonics Book 1 KISP Sullivan Programmed Reading, book 3 Building Word Power
Student #23	Difficulty with visual sequential memory and constancy. Hyperactive tendencies - problem attending to and completing a task.	To identify dipthongs when decoding and encoding words. To review basic phonetic patterns. To develop multiplication and division skills. To be able to complete appropriate application forms.	Lauback Series, Skillbook 4 Spellbound English Sounds and Spelling Spelling Stumpers Basic Practice Series Application Forms
Student #20	Splinter phonetic patterns have resulted in inadequate reading and spelling skills. Much overlearning and structured sequential instruction will be needed. Emphasis should be on sound patterns and word families.	To be able to identify word parts. To be able to apply the doubling, silent e, and pluralization rules.	Apprentice Manual Newspaper Word Attach (Troubleshooter) Word Attack Manual Spellbound.
Student #21	Auditory and Visual memory problems Need for high structure and overlearning. Will need to build decoding skills and self-concept.	To be able to use 3 spelling patterns (doubling rule, silent e, open-closed syllables). To review short and long vowels. To be able to identify word parts. To develop basic typing skills.	Spellbound Word Attack Manual Programmed Phonics KISP Reading Power book 4 Type It
Student #19	Don demonstrates inconsistent word attack skills. Comprehension is concomitant with recognition skills.	To improve knowledge and usage of vowel patterns. To develop structural analysis skills (syllabication, suffixes, prefixes, base words, etc.). To develop reading comprehension skills (literal and inferential).	The New Streamlined English Series, Books 4 & 5 English Sounds and Spelling Sound Off (Troubleshooter I Book 2) Word Attack Manual Real Stories, bk 1 Newspaper

NAME	SUMMARY STATEMENT	OBJECTIVES	MATERIALS USED
Student #24.	Mary has great difficulty in the auditory comprehension area. While reading she is able to recall facts but has trouble drawing inferences. Mary deals better with concrete information than with abstract data. She will need constant encouragement and proof that her efforts are successful.	To be able to use the doubling and silent e words when encoding. To be able to recognize and decode vowel patterns. To be able to decode word parts. To be able to double amount written.	The Spell of Words The New Streamlined English Series Book 4 Reading Power, Book 3 Language Experience
Student # 2	Conceptualizes at a slow speed. Need for much reinforcement and overlearning. Poor short term auditory and visual memory. Auditory closure problems. Poor long term memory.	To be able to recognize 25 dolce words. To be able to spell all new words recognized. To be able to use the calculator to complete subtraction process. To develop literal reading comprehension skills.	Sullivan Reading for Adults Streamlined English Series Book 2 Subtraction
Student # 6	Jim is an exceptionally bright individual functioning far below his potential. Difficulties are manifested in the concentration and attention areas. Past testing indicated dyslexia.	To be able to compose a well-developed paragraph. To be able to recognize parts of speech. To be able to meaningfully use 50 new vocabulary words. To be able to spell 25 multisyllabic words.	Sentence Improvement Paragraph Development Language Experience English Grammar through Guided Writing Tribune Newspaper
Student # 8	Expressive aphasia, loss of inner language. Sally is unable to speak in sentences. She will need basic instruction in language development. Due to her stroke, Sally also lost all reading, spelling, and writing skills. As she has a high interest in relearning these skills, instruction should involve high interest materials and interrelate with the language development tasks.	To be able to repeat a 6 word sentence. To be able to read 20 high interest words. To be able to read 3-4 word sentences composed of 20 high interest words. To be able to form the letters of the alphabet.	Rebus word cards Family photos Teacher-made exercises

NAME	SUMMARY STATEMENT	OBJECTIVES	MATERIALS USED
Student #18	Auditory dyslexia - Tim experiences great difficulty in the expressive tasks of spelling and written language. Auditory sequencing, visual memory (sequence of letters) and transducing from the auditory to visual symbols pose great obstacles for him. Tim has a sincere desire to improve his skills and overcome his disability. Tim has no vocational goals.	To develop spelling skills by 75 words. To improve written language skills (content, length). To help Tim gain an understanding of his vocational assets.	Spellbound Troubleshooter, Word Mastery Written language tasks

Adult Basic Education/Learning Disabilities

Screening Test

William Rainey Harper College
Palatine, Illinois 60067

Author: Beverly Vaillancourt
Learning Disabilities Specialist
Adult Basic Education
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This test was designed through funds provided by the Illinois Office of Education, Special 309 Project in Adult Learning Disabilities, 1978.

*This test may be copied, as needed, for educational use by appropriate educational institutions.

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Adult Basic Education/Learning Disabilities Screening Test

Instructor's Manual

Purpose:

This test is designed to function as a screening test for learning disabilities among adults. The major purpose of the test is to determine skill competencies in reading, written communication, and math as opposed to functional grade level. This test should be administered only to those individuals who are unable to satisfactorily complete an Adult Basic Education reading placement test. It can be administered individually or to a group. This ABE/LD screening test is designed to take a minimal amount of time. Since many adults with learning disabilities are apprehensive of test situations, the need for a quick but efficient test is of necessity.

As a result of this test, the teacher should have a realistic appraisal of the student's skills. Though it cannot be stated that every individual assigned to take this test is "learning disabled", inadequate scores in two or more subtests, as noted in the scoring of each subtest, should serve as a possible indication of a learning disability. Proper referral for diagnostic testing would then be in order. This ABE screening test, then, should serve as an educational referral and programming guide.

Definition of a Learning Disability:

A learning disability is a disorder in one or more of the learning processes involving perception, memory, association, or cognition. It is sometimes termed the "hidden handicap" in that often it is not until the individual attempts the basic skills of reading, spelling, writing, and/or math that something appears amiss. In a learning disability the individual's primary handicap is not mental retardation, emotional disturbance, sensory impairment, or a physical handicap. The individual is of average or above average intelligence but for some quite frustrating reason, just can't seem to learn in certain areas but does well in others. The essence of a learning disability is that the individual is not functioning at his true potential. A learning disability can be quite an enigma.

What follows is a list of some of the obvious characteristics of learning disabled adults. Not all of the characteristics will apply to any one individual. Clusters of characteristics, however, are not uncommon.

Caracteristics of Adults with Learning Disabilities

1. Short attention and concentration spans

   The person has difficulty following a conversation or class discussion. Attention seems to wander. The person also shows difficulty concentrating on a task, skips from one task to another, looks up often, "fidgets," and just seems to never quite complete an assignment.

2. Perceptual deficits

   These can be in any or all of the areas of visual, auditory, or haptic (kinesthetic-tactile) perception. The person has difficulty <u>interpreting</u> information received through the senses.

3. Memory deficits

   Visual and/or auditory memory problems may occur in either of the short, intermediate, or long term memory spans. The person may show difficulty retaining information from one discussion point to another and/or from one class period to another. Great difficulty in learning results because of the lack of ability to build upon learned skills.

4. Distractibility

   The person is easily distracted by noises, movement, objects, etc.

5. Disinhibition

   The person appears to speak or act impulsively without thinking through a situation first. There is a lack of consideration for consequences.

6. Hyperactivity

   Whereas in children hyperactivity is quite apparent, for the child seems to be in "perpetual motion," in adults hyperactive tendencies are far more subdued. Movement in the chair, tapping of fingers and feet, chewing on pencils, speaking rapidly--all at extreme levels--are indications of hyperactivity.

7. Disorders in thinking

   Lack of ability to deal with abstract concepts, inferential thought, and poor cause and effect all come under the category of disorders in thinking. These problems are often manifested in problems with higher level reading comprehension skills.

8. Poor coordination

   The "clumsy" child growing into adulthood often no longer exhibits the once obvious signs of poor coordination. However, lack of interest in sports, an odd walk, or poor handwriting skills may still persist.

9. Soft neurological signs

   Mild tremors, poor fine motor skills (handwriting, needlework), tics, and speech articulation problems are all signs of subtle neurological disorders.

10. Language disorders

    Oral language -- The person may have difficulty expressing himself/herself in a complete or syntactically correct sentence. Words may be transposed. (It sure is a night dark.)

    Written language -- The person may have difficulty expressing himself/herself in writing. Sentences can be incomplete, syntax incorrect, or disassociated. Punctuation errors are quite common.

11. Specific disorders in the academic areas of reading, writing, spelling, and/or math.

    Severe underachievement in one or more academic areas. Functional literacy and/or basic math processes not acquired.

12. Poor work habits, disorganization.

13. Lack of resourcefulness, poor decision-making abilities.

    The person depends on others to solve problems, give directions, or do things for him/her.

14. Emotional liability
    Alienation from families, loner
    Few established principals or ideals
    Inner rage
    Extremely poor self-concept
    Extreme frustration with self
    Yields quickly to immediate pressure
    Perseveration (per/sev/er/a/tion) - the inability to voluntarily halt a behavior

15. Poor social perception

    The person has difficulty relating to others. Few friends. The person has difficulty understanding non-verbal communication (body language).

Administration of the Adult Basic Education Alternative Test:	This test may be administered individually or to a group. The students should be encouraged to go as far as possible but to stop if the test becomes too difficult. There is no time limit for any of the subtests. Begin by explaining the purpose of the ABE alternative test to the students(s) before initiating testing.

Individual Administration

Instruct the student to read the directions for each subtest as you read them to him/her. Progress through each subtest at the student's speed.

Group Administration

Instruct the group that they will be taking several short tests. Have them read directions for each test as you read the directions to them. Progress through the tests at a reasonable speed as determined by the group. Any individual who is unable to maintain the group's speed should be administered the test individually.

Test Conditions:

The students should be comfortably seated with space around them. A well-lit and ventilated room is test conducive. No more than four individuals should be tested at one time. The test area should be quiet and free of distractions (move of people,

talking, typing). No eating should be allowed while testing is in progress. All directions should be specific and concise.

A Final Word:

This screening test is designed to assist you in helping your students. If you suspect that any of your students might be learning disabled, referral to an appropriate source can prove to be most beneficial. Remember also that a learning disabled adult has been trying to learn a particular deficient skill for a long time. Learning has been hard, slow, confusing, and very often defeating. Patience, much reinforcement of learned skills, an understanding that acquiring skills will take longer than for the normal learner, success in small, constant steps, but most of all, much encouragement are the keys to success for the adult with learning disabilities.

Adult Basic Education Alternative Test
A Screening Device for Adult Learning Disabilities

Subtests:

Word Recognition
Arithmetic
Spelling
Writing Sample
Reading Comprehension

Word Recognition

Test Directions: Dictate the following words. Instruct the student to circle the word in each row that he/she hears.

1. good	6. start	11. laugh	16. this way
2. was	7. play	12. white	17. master
3. you	8. because	13. somewhere	18. tonight
4. hat	9. read	14. after	19. promise
5. half	10. them	15. fastest	20. receive

Scoring Criterion: All of the words in this test are from the K-4 level. The ability to recognize 90% (18 words) correctly yields an adequate score.

Scoring Procedure: Circle the number of the word(s) correctly read on the chart provided in the test booklet. Note whether or not there is a cluster of correct answers in either the auditory (phonetic) or visual (whole) word column. A clustering should provide a means of identifying the learner's approach to the recognition of words. No cluster usually represents a lack of a word recognition approach or skill development. Guessing may also be a factor. (It should be noted, however, that this is a small sampling, and therefore, more tests may be necessary).

Arithmetic

Test Directions: Instruct the student to complete as many problems as possible including the time and check items.

Scoring Key

7	22	102	541
4	15	14	304
12	946	2,064	14,122
3	9	19 r 4	15.35
9:00	3:30	10:35	8:15

Note: Check for accuracy

Scoring Criterion: The ability to satisfactorily complete 85% (17 correct responses) of this test yields an adequate score.

Scoring Procedure: Circle all incorrect answers. Then complete the chart located in the test booklet by placing an X in the appropriate yes - no column.

Spelling

Test Directions: Dictate the following words. Use a sentence only when there is confusion as to the word dictated. Have the student write each word he/she hears. Encourage the student to attempt all words.

1. walk	6. because	11. fight	16. nature
2. funny	7. through	12. sincere	17. imagine
3. mother	8. should	13. month	18. announce
4. what	9. white	14. among	19. individual
5. they	10. piece	15. friend	20. patient

Scoring Criterion:
The ability to complete 90% (18 words) of this test correctly yields an adequate score.

Scoring Procedure:
Circle all misspelled words. Compare any incorrect spellings against the following chart. Try to determine if the learner is a visual (whole word), auditory (phonetic), or a combination visual and auditory speller.

Possible Misspellings

Visual	Auditory
1. wak, wolk	wauk
2. funnie, funy	fune
3. mothr	muther, moder
4. wa	wut, whut
5. tey	tae, thai
6. becuse, becaus	becuz, bekuz
7. throgh, thru	tru
8. shuld, shold	shud, shod
9. wite, whit	wit, whiet
10. pece, piec	pese, pec
11. fite, fighte	fit, fiet
12. sincer	sinsr, cincer
13. monh, mont	munth, munt
14. amoung, amng	amung
15. freind, frien	frind, fren
16. natr, natur	nachur, nachir, nachr
17. imagin, inmagine	imajin, imagin
18. anounc, anounc	anonc, anouc
19. individul, indvidual	indivijual, indivijewl
20. pateint, patent	pashent, pacent, pashint

Writing Sample

Test Directions:

Instruct the learner to write the letters of the alphabet. Next instruct the student to write something about himself/herself. Cue, if necessary, with appropriate suggestions.

Scoring Criterion:

All 26 letters of the alphabet, in sequence, should have been written in capital or lower-case letters. This is an informal assessment of the learner's knowledge of the alphabet in addition to his or her sequencing skills.

The scoring on the writing sample is subjective. Based on the examiner's standards and on the needs of the learner, the writing sample should be judged as adequate or not. Emphasis in judgment should be placed on the use of appropriate language patterns.

Scoring Procedure:

Read through the selection. Then complete the chart checking the appropriate column for each item. Provide a brief summary statement of written language assessment in the space allocated.

Reading Comprehension

Test Directions: The three reading selections are written at the 1-4 grade reading levels. Individuals exhibiting problems reading or comprehending any of the selections should be referred to a reading specialist for further evaluation.

Instruct the student to read each selection silently. After reading the selection the student should turn to the next page to complete the reading comprehension problems. These questions may be answered either orally or in written form. Encourage the use of complete sentences; however, incomplete sentences should not be scored as incorrect if the phrase adequately answers the question. Instruct the student to check back for the correct answer only when absolutely necessary.

If the student is not able to read selection A silently, have the student attempt to read it orally to the test administrator. In this case, the questions should also be read and answered orally.

Scoring Criterion

The ability to complete 100% of all questions accurately yields an adequate score for each selection (A,B,C).

Scoring Procedure

Score as incorrect all questions which the student had to reread the selection in order to answer the question correctly. Note length of time to read each selection. Average rates are provided in the following chart. If the student reads at or below the slow rate, either a word recognition or rate of comprehension problem may be occurring. Have the student read the selection orally to check for word recognition ability.

Additionally, it should be rated whether the student can answer both literal (requiring direct recall of information) and inferential questions (requiring building upon stated information).

	Slow	Average	Above Average
Selection A	30 seconds	20 seconds	10 seconds
Selection B	35 seconds	25 seconds	15 seconds
Selection C	25 seconds	15 seconds	8 seconds

Answers

Selection A

1. A man lost the dog. (Literal)
2. The dog ran away. (Literal)
3. The man felt sad. (Literal)
4. He put an ad in the paper. (Literal)
5. Any suitable answer. (Inferential)

Selection B

1. The old house looked like no one had taken care of it for a long time. (Literal)
2. Any suitable answer. (Inferential)
3. Any suitable answer. (Inferential)
4. Any suitable answer. (Inferential)

Selection C

1. This job is for a machine operator. (Literal)
2. The hours of the job are 12 midnight to 7 a.m. (Literal)
3. Any two of the following: Steady work, full time work, good starting pay, paid vacations, free insurance. (Literal)
4. A person must apply in person for this job. (Literal)
5. Any suitable answer. (Inferential)

Please complete:

Name_____
Address_____
Telephone_____
S.S. number_____
Place of employment_____
Occupation_____
Business telephone_____

_____

Subtest	Score	
	Adequate	Inadequate
Word Recognition	_____	_____
Arithmetic	_____	_____
Spelling	_____	_____
Writing Sample	_____	_____
Reading Comprehension	_____	_____

_____

Summary statement of educational needs:

Word Recognition

Directions: Circle the word you hear.

1.	gone	good	go	get
2.	what	walk	wish	was
3.	yes	young	yen	you
4.	hit	hat	hut	has
5.	hand	hasn't	half	home
6.	start	stay	stop	stand
7.	place	put	play	plan
8.	bring	because	but	bus
9.	rest	rug	read	ring
10.	that	them	those	these
11.	laugh	look	last	little
12.	white	wrong	whistle	write
13.	someone	somehow	somewhere	some
14.	after	anyway	actual	answer
15.	fast	fastest	faster	fattest

16.	one way	no way	this way	two way
17.	masked	mast	manual	master
18.	together	tomorrow	tonight	toward
19.	practice	promise	protect	precise
20.	receive	reduce	remain	refer

Score_____
No. right

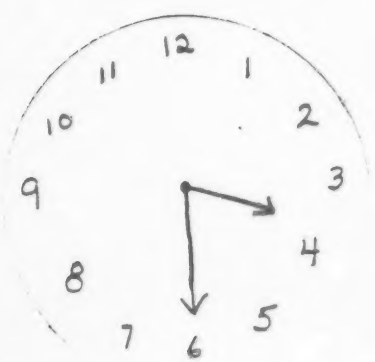
Arithmetic

Directions: Do as many problems as you can.

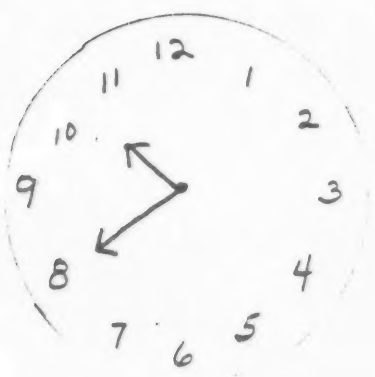
4 +3	10 +12	29 +73	102 +439
6 -2	25 -10	43 -29	603 -299
4 x3	43 x22	86 x24	307 x 46

4 $\overline{)12}$ 25 $\overline{)225}$ 22 $\overline{)436}$ r 18 $\overline{)276.4}$

Fill in the times



: 90



:

Make out this check to Mr. John Dunn for $3.86.

_____19___

Pay to the
order of_____$_____

_____Dollars

Any Bank
U.S.A.
Non negotiable

_____

Score_____
No. right

Spelling

Directions: Write each word that you hear.

1.	6.	11.	16.
2.	7.	12.	17.
3.	8.	13.	18.
4.	9.	14.	19.
5.	10.	15.	20.

Score_____
No. right

Writing

Write the letters of the alphabet:

Write something about yourself. Use the back if necessary.

Reading Comprehension

Directions: Read each story. Then answer the questions on the next page.

There was a man. The man was sad because his dog ran away. The man looked for his dog. He looked and looked. The man could not find his dog. The man put an ad in the paper. The ad was in the lost and found. It read:

LoST: one year old dog, brown with white spots. Reward. Please call 386-5492.

The street was dark. The old lights had finally quit working. On one side of the street was a strange house. The door had been boarded up long ago. The shutters hung in odd ways. A long, cracked sidewalk led up to the house. On the other side of the street was an empty lot. No one would build a house on the lot because of the strange old house.

I was driving down the street when all of a sudden from the house I could see....

Machine Operator Needed - Injection Molding Machine Operator needed for 12 midnight to 7 a.m. shift only. Steady, full time work. Will train. Good starting pay, paid vacations, free insurance. Apply in person. Mighty Molds, 819 Sterling Road, Our Town.

Questions		Check one A	B	C
	Adequate	___	___	___
	Inadequate (100%)	___	___	___

A

1. Who lost a dog? _____
2. How did the dog get lost? _____
3. How did the man feel? _____
4. What did the man do to find his dog? _____
   _____
5. What will happen? _____

B

1. What did the old house look like? _____
   _____
2. Why didn't they put new lights along the street?
   _____
3. Who was on the street? _____
4. What did the driver see? _____
   _____

C

1. What is this job for? _____
2. What are the hours of the job? _____
3. What are two benefits of the job?
   _____ _____
4. How does a person apply for this job?
   _____
5. Does this job sound like a good job? Why?
   _____

Skill Analysis

Word Recognition ***** Pattern Chart

Phonics Approach (Auditory)	Whole Word Approach (Visual)
4 - 5 - 6 - 10 - 13	1 - 2 - 3 - 7
14 - 15 - 16 - 17	8 - 9 - 11 - 12 - 18 - 19 - 20

Check one: (90% = 18 words)
Adequate score _____
Inadequate score_____

Arithmetic Errors Analysis Chart

	YES	NO
Computational Errors:		
addition		
subtraction		
multiplication		
division		
Process Errors:		
addition		
subtraction		
multiplication		
division		
Difficulty with place value		
Difficulty with time		
Difficulty completing a check		
Writes numbers backwards (7)		
Transposes numbers (46 for 64)		

Check one:
Adequate___
Inadequate_

(65% = 17 problems)

Spelling Pattern Analysis

Check one:
Auditory_____

Visual_____

Combination_____

Check one:
Adequate_____

Inadequate_____

(90% = 18 words)

Examples of misspellings:

_____ for _____

_____ for _____

_____ for _____

_____ for _____

_____ for _____

_____ for _____

Writing Sample Analysis Chart

	Adequate	Shows some difficulty	Inadequate
1. Able to write alphabet			
2. Use of complete sentences			
3. Use of proper verb tense			
4. Sentence length greater than 4 words.			
5. Sentence shows proper word order.			
6. Variety in sentence pattern.			
7. Use of capitals.			
8. Use of punctuation.			
9. Sentences show proper story sequence			
10. Sufficient information provided			

Statement of written language needs:

Reading Placement Test
Adult Basic Education
Harper Community College

Directions: Read the passages below. For each blank space, choose the word that makes the best sense from the four words below the passage. Mark the letter of the best word on the answer sheet. MAKE NO MARKS ON THIS TEST. STOP IF QUESTIONS BECOME TOO DIFFICULT.

There are all kinds of dogs. This brown and white one is ___1___ a bird dog.

1. A. called B. told C. heard D. said

Black ants live under the ground. These ___2___ do many busy things.

2. A. rats B. apes C. ants D. tans

Even with ___3___ all around, a sick dog will not eat. Some even die from hunger.

3. A. trees B. food C. birds D. water

Walking in the woods, Tom did not see any animals. The only thing Tom saw was a bird's ___4___ in an old tree.

4. A. view B. nest C. near D. smell

People came from far away to see the herd of buffalo. No one thought it was too much ___5___ to ___6___ fifty miles to see the wild animals.

5. A. trouble B. mind C. offer D. reason

6. A. pursue B. try C. measure D. travel

STOP

If you had trouble with the questions above, check in at the desk.

Up the side of the mountain a small group of men rose higher and higher. The climbers crawled inch by inch toward the highest place, the ice-capped ___7___ above them. The ___8___ wind rushed across their faces.

7. A. crevice B. peak C. gorge D. island

8. A. fierce B. gentle C. drifting
D. friendly

My wife and I went camping in Colorado last summer. The first night there I couldn't sleep because I was ___9___ to go trout fishing for the first time in my life.

9. A. satisfied B. patient C. anxious
D. prevented

87

There are some scientists who believe that the seven continents that now exist were once a ___10___ land mass. These scientists, called ___11___, believe that 225 million years ago the continents began to split away from one huge land mass.

10. A. single B. small C. double
    D. covered

11. A. biologists B. physicists
    C. astronomers D. geologists

When operating electrical ___12___ the following ___13___ tips should always be followed. Read all instructions. Do not immerse in water. Do not touch hot surfaces.

12. A. applications B. appliances
    C. procedures D. arrangements

13. A. assembly B. safety C. cleaning
    D. particle

The Ohio River contains dangerous ___14___ sand bars. These sand bars are located along the route from Ohio to Illinois. ___15___ river captains are needed to guide the boats safely.

14. A. floating B. submerged
    C. surrounded D. fishing

15. A. Adept B. Proud C. Febble
    D. Mighty

When you turn the key in your automobile ignition, chemical energy in the car battery produces ___16___ that turns the motor. The turning of the motor forces ___17___ into the carburetor, where the gas mixes with air, and into the cylinders. The same turning of the motor sends sparks into the cylinders.

16. A. gasoline B. humidity C. electricity
    D. oxygen

17. A. kerosene B. electricity C. air
    D. gasoline

The green leafy tops of the towering trees met and overlaced. The thick ___18___ was so dense that only occasional patches of sunlight reached the mossy ground beneath. Occasional open spaces in the forest allowed lush blackberry bushes to ___19___.

18. A. foliage B. grass C. cloud D. burden

19. A. wither B. separate C. shrivel
    D. flourish

The "elastic clause" in the consitution gives the legislature inquiry power. It says congress may "make all laws.....necessary and proper" to carry out its duties. This clause allows the ___20___ to ___21___ problems and to call citizens to testify about public concerns.

20. A. President B. Senate C. court
    D. Congress

21. A. create B. interview C. investigate
    D. rebuke

Immunity is attained through using vaccines, which contain weakened microbes of a particular disease. These microbes stimulate the body to produce antibodies. The developing antibodies ___22___ the individual from ___23___ the disease.

22. A. prevent B. allow C. permit
D. excuse

23. A. eliminating B. precipitating
C. contracting D. exploring

---

* Archaeological digs are helpful in ___24___ our understanding of ancient cultures. Layers of dirt and stone are sifted through in order to ___25___ particles from past civilizations. Attempts are made to identify relics and artifacts, and to avoid ___26___ of valuable evidence.

24. A. expanding B. obstructing
C. thwarting D. decreasing

25. A. discard B. uncover C. prevent
D. create

26. A. prevention B. tradition
C. destruction D. repetition

The mother had been a stern woman. If she had ever been sentimental or loving or tender, there didn't seem to be a trace left now. The primary emotion existing between mother and daughter now was fear. When the daughter did ___27___, or what the mother ___28___ to be wrong, there followed punishment.

27. A. right B. wrong C. crucial D. tedious

28. A. allowed B. requested C. conceived
D. infested

A measure of the intensity of heat or cold, temperature is ___29___ upon the motion of molecules in a mass. Two completely identical substances could have the same temperature, but contain different quantities of heat. For example, a pond and a bucket of water may have the same ___30___ but a pond has a greater quantity of heat because it has many more molecules in ___31___.

29. A. resistant B. depleted C. variable
D. dependent

30. A. temperature B. humidity C. intrusion
D. expenditure

31. A. mass B. motion C. conveyance
D. projection

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* The census profile you are asked to complete will supply ___32___ data necessary for statistical studies of selected characteristics of the national population. Please complete the form with the required information. Results will describe certain ___33___ of the population which will then be analyzed ___34___.

32. A. assimilated B. demographic
    C. disparaging D. irrelevant

33. A. aspects B. fears C. inequalities
    D. forms

34. A. unconditionally B. chemically
    C. statistically D. incorrectly

Legislation vetoed by the president may be passed by a two-thirds majority of both houses of Congress. This action occurs ___35___ however, and between 913 and 1976 only 3.6 percent of all bills were ___36___ over the president's signature. Bills automatically become laws without the president's signature if the president keeps them for more than 10 days. Since Congress cannot act to override a veto when it is not in session, if Congress ___37___ during that 10-day period, all unsigned laws are automatically vetoed.

35. A. frequently B. warely
    C. absolutely D. rarely

36. A. vetoed B. passed C. excused
    D. amended

37. A. meets B. adjourns C. assimilates
    D. voces

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Carbon monoxide, which can be fatal, interferes with certain body functions. Combining very rapidly with hemoglobin in the red blood cells, it prevents such cells from carrying oxygen. In highly congested urban areas this ___38___ can result in a significant reduction of the blood supply from effective circulation. Cigarette smokers experience a ___39___ degree of oxygen ___40___ because they are exposed to intermittent doses of carbon monoxide in high concentrations.

38. A. digression B. option C. antidote
    D. interference

39. A. lesser B. small C. greater D. finer

40. A. deprivation B. deviation
    C. simulation D. dissertation

* These paragraphs adapted from Gate-MacGinite Reading Test, Survey E, Form 1, Teachers College Press.

SAN DIEGO QUICK ASSESSMENT

PP Level	P Level	1 Level	2 Level
1. see	1. you	1. road	1. our
2. play	2. come	2. live	2. please
3. me	3. not	3. thank	3. myself
4. at	4. with	4. when	4. town
5. run	5. jump	5. bigger	5. early
6. go	6. help	6. how	6. send
7. and	7. is	7. always	7. wide
8. look	8. work	8. night	8. believe
9. can	9. are	9. spring	9. quietly
10. here	10. this	10. today	10. carefully

3 Level	4 Level	5 Level	6 Level
1. city	1. decided	1. county	1. bridge
2. middle	2. served	2. certainly	2. commercial
3. moment	3. amazed	3. develop	3. abolish
4. frightened	4. silent	4. considered	4. tricker
5. exclaimed	5. wrecked	5. discussed	5. apparatus
6. several	6. improved	6. behaved	6. elementary
7. lonely	7. certainly	7. splendid	7. comment
8. drew	8. entered	8. acquainted	8. necessity
9. since	9. realized	9. escaped	9. gallery
10. straight	10. interrupted	10. grim	10. relatively

Error Analysis:

SAN DIEGO QUICK ASSESSMENT (page 2)

Level 7

1. amber
2. dominion
3. sundry
4. capillary
5. impetuous
6. blight
7. wrest
8. enumerate
9. daunted
10. condescend

Level 8

1. capacious
2. limitation
3. pretext
4. intrigue
5. delusion
6. immaculate
7. ascent
8. acrid
9. binocular
10. embankment

Level 9

1. conscientious
2. isolation
3. molecule
4. ritual
5. momentous
6. vulnerable
7. kinship
8. conservatism
9. jaunty
10. inventive

Level 10

1. zany
2. jerkin
3. nausea
4. gratuitous
5. linear
6. inept
7. legality
8. aspen
9. amnesty
10. barometer

Level 11

1. galore
2. rotunda
3. capitalism
4. prevaricate
5. risible
6. exonerate
7. superannuate
8. luxuriate
9. piebald
10. crunch

Error Analysis:

THE ADULT BASIC READING PROGRAM

by
Beverly Vaillancourt
Learning Disabilities Specialist
William Rainey Harper College
Palatine, Illinois

This program was written through funds provided by the Illinois Office of Education.

THE ADULT BASIC READING PROGRAM

The Adult Basic Reading Program provides sequential instruction in "long" and "short" vowel patterns. A highly structured approach to learning the basics of reading has been employed through lessons. After completing this series of instruction, the student should be able to approach more complex vowel patterns in reading.

Those benefiting most from the Basic Reading Program would be the remedial skills student needing a more complete understanding of basic vowel patterns. This program can also be used effectively with handicapped adults where high structure is required.

The highlights of this program are as follows:

1. Instruction built in small, sequential steps
2. High reinforcement of skills
3. Color coding of vowels for easy discrimination and greater emphasis
4. Use of multisensory (VAKT) approach

The following suggestions are offered as guidelines for using this program:

1. At the beginning of each lesson, discuss the objectives of the lesson with your student.
2. Teach the student to blend the initial consonant sound with the following vowel sound making a sound unit. Isolation of initial consonant sounds will often cause confusion during later stages of instruction. (For example, in the teaching of the sound of b, b"u" is often taught. This can cause problems when the sounds in the word b-i-g are are later blended resulting in the pattern bu-i-g instead of bi-g.)
3. Make much use of dictation.
4. Use the reinforcement lessons as needed.
5. Have the student keep a notebook of all additional dictation for growth recording purposes.

The Adult Basic Reading Program should be succeeded by a level one reading series. The following books have been found to be quite suitable. Information on obtaining these series can be found in the materials appendix.

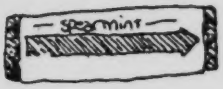
Programmed Reading for Adults
Reading Power
Building Word Power
The New Streamline English Series
New Practice Readers
English Sounds and Spelling

bike

cup

door

fork



gum

hat

jar

key

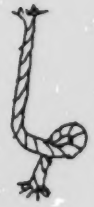
lock

mitten

nail

pipe

quart



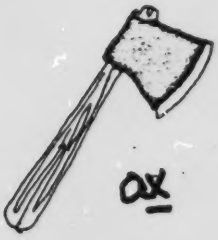
rope

sign

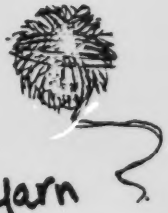
tent

vacuum

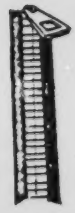
web



ax



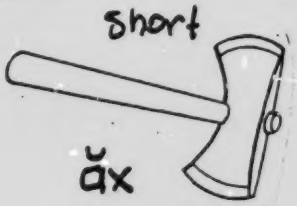
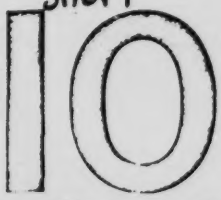
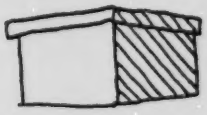
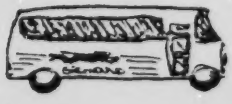
yarn



zipper

Consonant Chart

Vowel Chart

	Aa	Ee	Ii	Oo	Uu
Aa	short  ăx			long lāke	
Ee	short  tĕn			long trēe	
Ii	short sĭx			long kīte	
Oo	short  bŏx			long rōpe	
Uu	short  bŭs			long mūle	

LESSON 1

Writing the Letters of the Alphabet

Objectives:

1. To be able to identify all 26 letters of the alphabet when written in manuscript form.
2. To be able to identify all 26 letters of the alphabet when written in cursive form.
3. To gain an understanding of the primary uses of capital letter.
4. To be able to write individual letters, using the correct form, in both cursive and manuscript writing.

Lesson Procedure

Objective #1

Page 1: Read and have student read through the alphabet in sequence. Emphasize that there are two forms possible for each letter of the alphabet, the upper case or capital letter and the lower case.

Page 2: Note the sentences on page 2. Point out the uses of upper case (capital) letters:
1) at the beginning of each sentence
2) at the beginning of official names of places and/or
3) at the beginning of all names.

Page 3: Have the student copy the alphabet in the correct sequence on page three. Allow the student to refer back to page one as needed. A letter reference is also provided at the bottom of page three.

Objective #2

Page 4: Repeat procedure as outlined in objective 1.

Page 5: Repeat procedure as outlined in objective 1.

Page 6: Repeat procedure as outlined in objective 1.

Objective #3

Incorporated into procedures for objectives 1 & 2.

Objective #4

Pages 7 - 10: Have the student copy the individual letters for both manuscript and cursive forms. Note the correct direction in forming the letters. Use verbal cues such as up, around, and down.

Additional word: Have the student practice writing any letters she/he has difficulty forming.

Aa Bb Cc

Dd Ee Ff

Gg Hh Ii

Jj Kk Ll

Mm Nn Oo

Pp Qq Rr

Ss Tt Uu

Vv Ww Xx

Yy Zz

The man waitd for the bus.

Joe Fisher works for the Illinois Bell Telephone Company.

She lives in Chicago, Illinois.

Mrs. Hyde has a dog named Fido.

1. Complete the sequence with capital letters.

B

J

Z

2. Complete the sequence with lower-case letters.

c

y

3 Complete the sequence with upper and lower-case letters.

Dd

Mm

Rr Bb Ee Hh Kk Nn Qq Oo

Uu Tt Ww Zz Aa Dd Gg Jj Xx

Mm Pp Ss Vv Yy Cc Ff Ii Ll

Aa Bb Cc

Dd Ee Ff

Gg Hh Ii

Jj Kk Ll

Mm Nn Oo

Pp Qq Rr

Ss Tt Uu

Vv Ww Xx

Yy Zz

1. The man waited for th b s.

Joe Fisher works for the Illinois Bell Telephone Company.

She lives in Chicago, Illinois.

Mrs. Hyde has a dog named Fido.

mar 5

1. Complete the sequence with capital letters.

A

2. Complete the sequence with lower-case letters.

3. Complete the sequence with upper and lower-case letters.

Bb

Mm

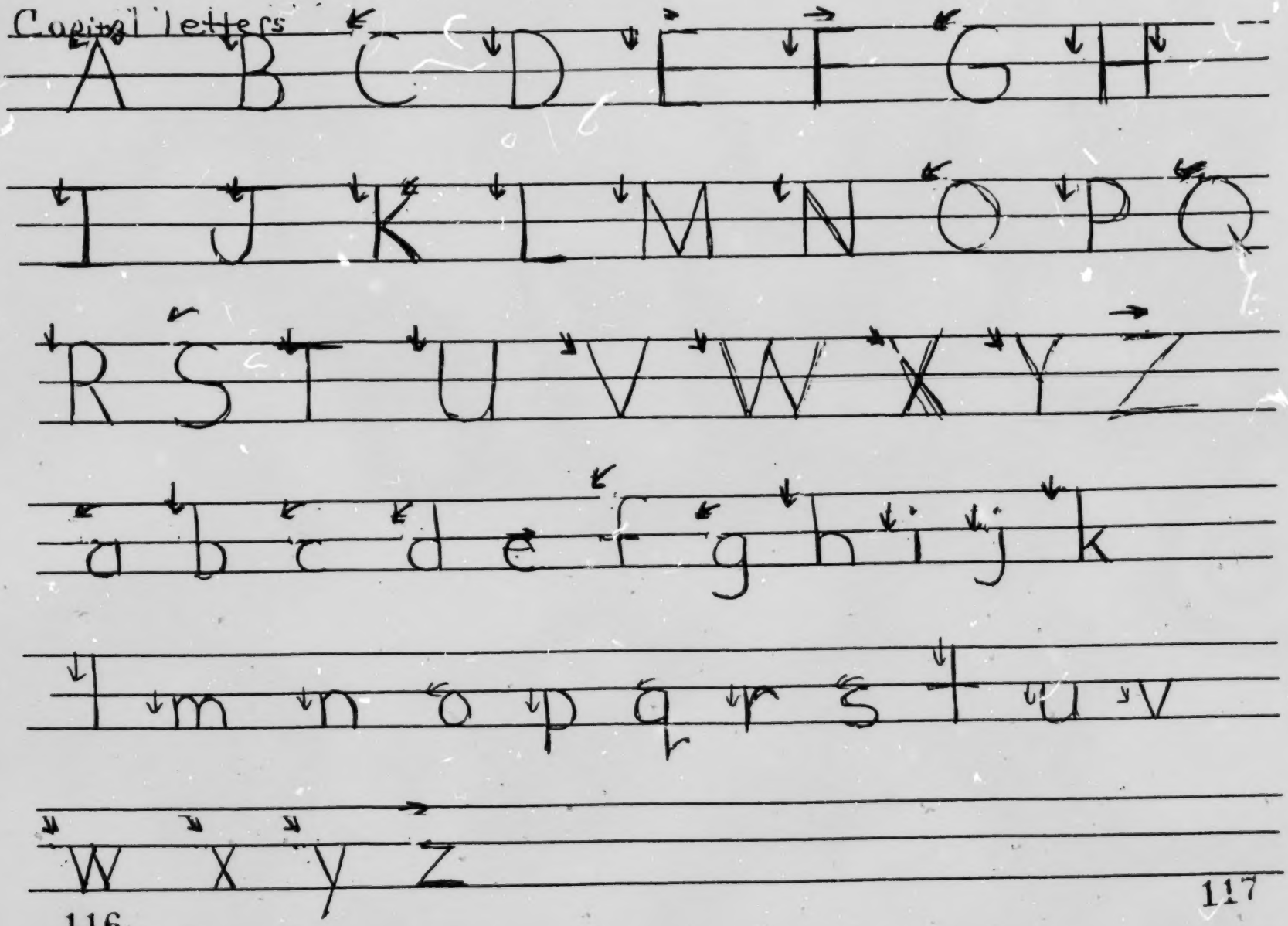
B b E e H h K k N n Q q T t

W w Z z a a D d G g J j M m

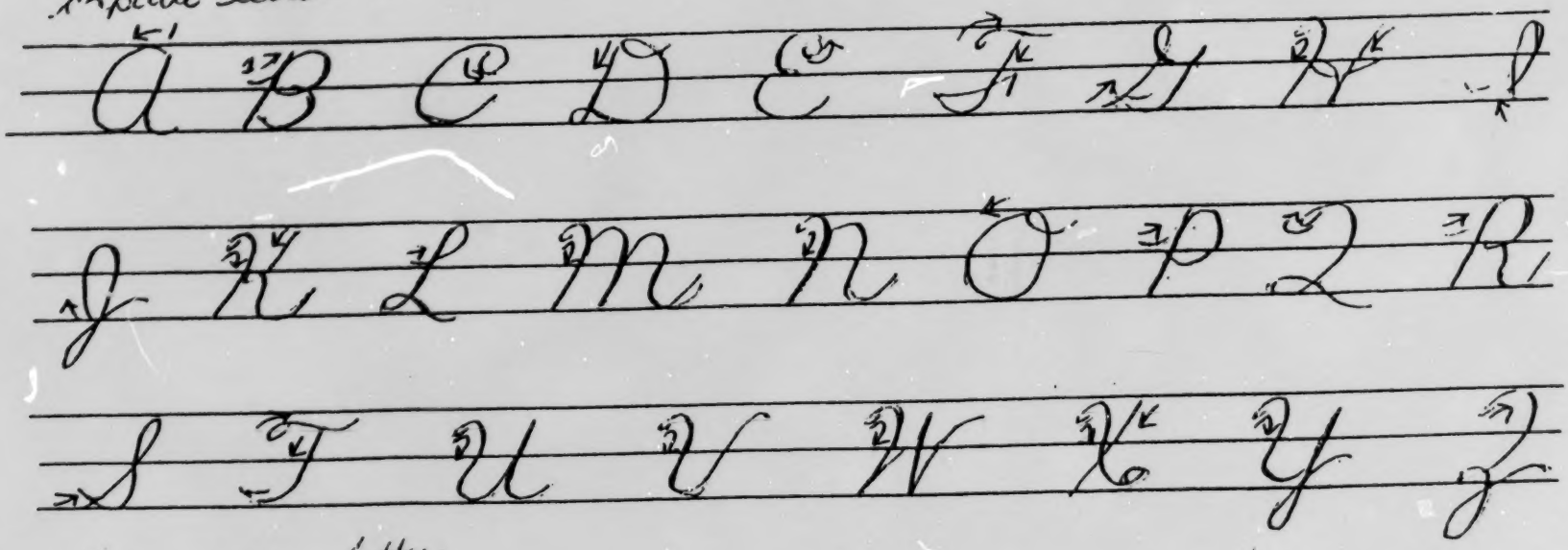
P p S s V v Y y C c F f I i

L l O o R r U u X x

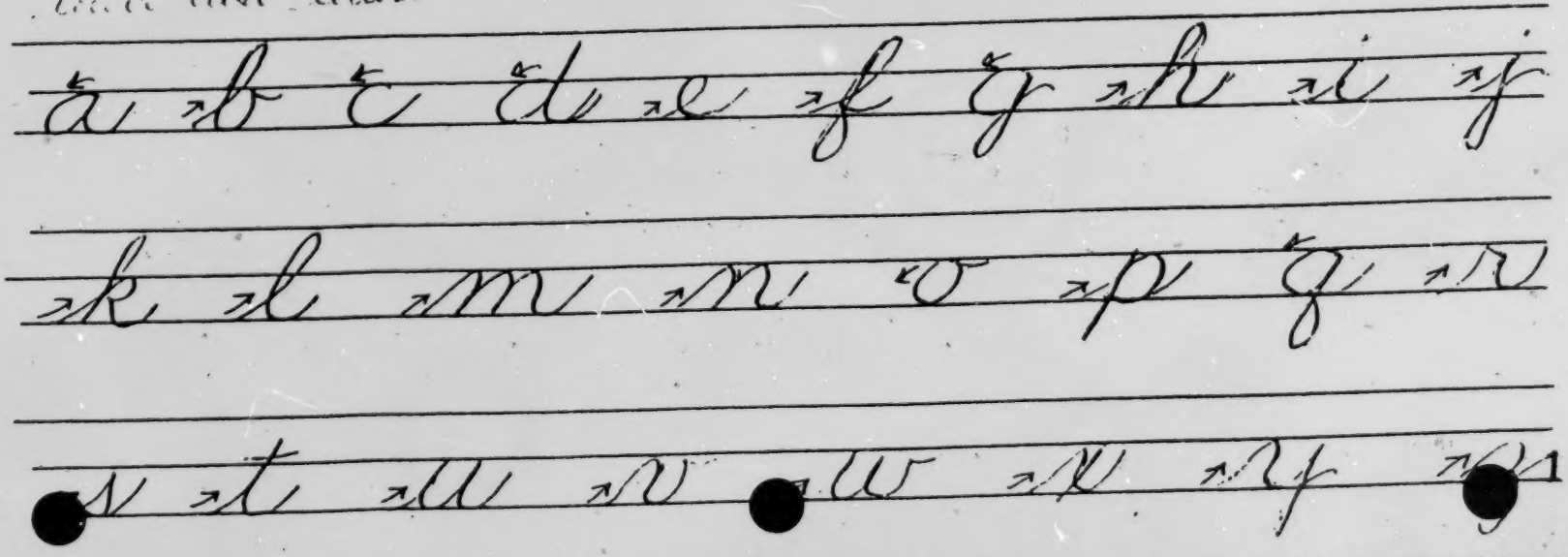
Capital letters



Capital letters



Lower case letters



pag. 10

Aa Bb Cc Dd Ee Ff

Gg Hh Ii Jj Kk Ll

Mm Nn Oo Pp Qq Rr

Ss Tt Uu Vv Ww Xx

Yy Zz

consonants	vowels

- vowels Aa Ee Ii Oo Uu

one syllable words

man get sit hot must

two-syllable words

- habit (hab + it = habit)

summer (sum + mer = summer)

winter (win + ter = winter)

visit (vis + it = visit)

- basket (bas + ket = basket)

three syllable words

refreshment

re fresh ment = refreshment

consonant

con so nant = consonant

investment

in vest ment = investment

LESSON 2
Recognizing Vowels and Consonants

Objectives:

1. To gain an understanding of the terms vowel and consonant.
2. To be able to identify vowels and consonants in words.

Lesson Procedure

Objective #1

Page 11: Read through alphabet noting that some letters are written in red. Explain that the alphabet is divided into two groups, vowels and consonants. Have the student fill in the appropriate letters into each box.

Pages 12 & 13: Explain that words are made up of one or more chunks termed syllables. The number of vowel sounds in each word determines the number of syllables (one vowel sound per syllable) in each word. Vowels and syllables are important in reading and spelling all words. Read the words on page one. Point out the vowels in the one, two, and three syllable words. Emphasize the syllables.

Page 14: Complete directions with the student. Read each word, have the student read the word and circle the vowels. Ask the student how many syllables each word has. (Have student place hand under chin. Count a syllable each time the chin moves down.)

Additional Work: Choose a newspaper article. Circle all the vowels.

* Directions: Circle the vowels in each word.

fist	stop	exit
last	turn	paper
contract	ambush	market

* Directions: Write your name and address. Circle the vowels in each word.

* Directions: Write 10 words. Circle the vowels in each word.

LESSON 3
The Vowel A

Objectives:

1. To be able to identify 21 consonant sounds.
2. To be able to identify 18 words with the a vowel sound.
3. To be able to identify 20 words with the a vowel sound with the vc$\not{e}$ pattern.

Lesson Procedure:

Objective #1

Present chart. Emphasize lip formation for each consonant sound.

Page 15-17: Have student fill in the beginning and ending sounds.

Objective #2

Present vowel card. Note a sound.

Pages 18-19: Explain how words are synthesized with the initial consonant and vowel blending with the final consonant. Have the student synthesize the words.

Page 20: Read through word groups together. Have the student read through groups. Dictate the words to the student. Have sound charts in view. Self-check.

Objective #3

Present the a vowel card. Note the ac$\not{e}$ pattern.

Pages 21-23: Present pictures. Have student identify picture. Have student isolate vowel sound. Help student complete the spelling of each word.

Pages 24-25: Explain the role of the silent e in the ac$\not{e}$ pattern using the examples.

Page 26: Read through word groups together. Have student read through groups. Dictate words. Have student self-check. Have student reread all words. Have student dictate sentences for 10 words. Write out each sentence except for key a word on a separate sheet of paper. Have student copy sentence inserting the word.

Page 27: Read through sentences together. Have student read through sentences orally. Dictate the sentences for the student to write.

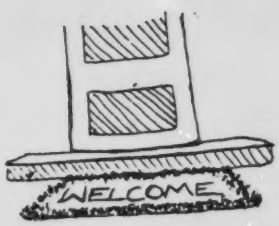
Lesson 3 The vowel a

* Directions: Fill in the initial and final consonant letters

_ u _

_ i _ e

_ il _



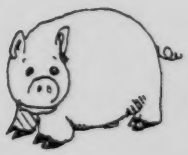
_ a _

5

_i_e

_ee_

_o_e

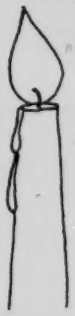


_i_

_a_e

_i_e

uee

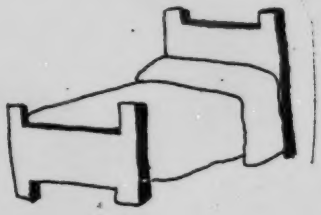


___and___e

_aw_

_a_e

—u—



—e—

Word Building

consonant vowel + consonant

m ă + n

ma + n

man

să + d = sad

ha + m = _____

sa + g = _____

Da + n = _____

ha + d = _____

ma + d = _____

fa + n = _____

ga + s = _____

da + d = _____

ta + p = _____

word groups for ă

at
Ann
as
add
am
ax

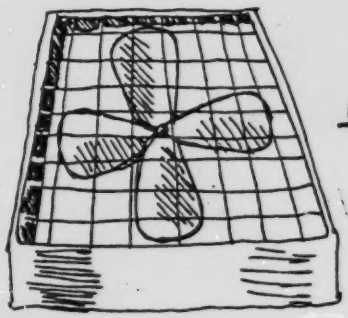
cat
bag
nap
sag
pass
gas

ham
rag
pan
ban
had
lass

cab
rap
mad
Pam
bad

fan
lad
sad
nap
tap
dad

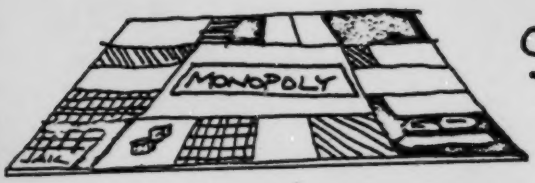
c_b



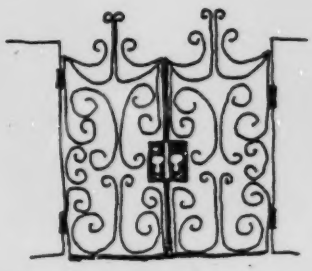
f_n

r_ke

b_t



g_m_

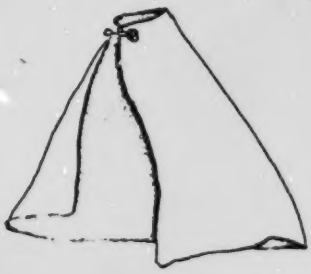


g_t_

c_n

t_g

c_p



c_p

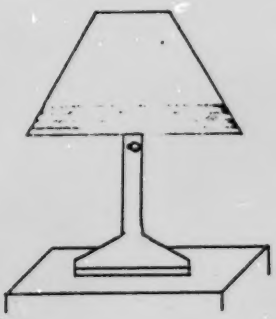
m_t

l_k_

v_ s_

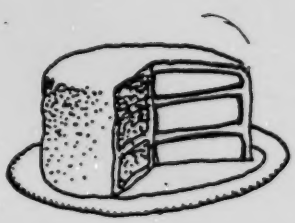
_x

c_n_



l_mp

h_nd



c_k_

Silent e pattern ā c e

m ā d e = m a d e

c ā k e = c a k e

c ā g e = c a g e

v ā s e = v a s e

g ā t e = g a t e

g ā m e = g a m e

c ā n e = c a n e

ā c e words

made
base
date
gate
ate
take
game
cake
cape
sale
race
lake

name
bake
tape
gave
cave
tame
wave
age

at	cat	ham	
Ann	bag	rag	ă
as	nap	pan	
add	sag	Dan	
am	pass	had	
ax	gas	lass	

	made	cake	tape
	base	cape	gave
ā	date	sale	cave
	gate	race	tame
	ate	lake	wave
	take	name	age
	game	bake	

Dan made a cake.

I gave Sam a game.

We had a bake sale.

He ran the race.

I gave the tape to Sam.

She has a cake pan.

I ate the date.

The cape is a rag.

Pass the cake.

The hat is on sale.

The cat was in the cave.

I made a game.

Dan has the base for the game.

LESSON 3

Supplement Lesson A

Additional work in identifying consonant a words.

Objectives:

1. To be able to blend initial consonant and a sound pattern with a final consonant sound.
2. To be able to immidiately identify 35 a words.

Lesson Procedure

Objective #1

Review consonant chart. Have the student read through chart noting how the initial sounds are formed by the mouth. Review a sound using the vowel chart.

Pages 28-29: Work through the sound blending exercises. Read the word. Have student repeat the word. Have student blend word parts and write the word.

Page 30: Have student read and catagorize words. Have student read through completed columns. Dictate all words for the student to write by word groups.

Objective #2

Page 31: Have the student give a sentence for each word. Write the sentence down omitting the key word which the student then fills in.

Page 32: Read through sentences together. Have student read through each sentence. Dictate the sentences for the student to write.

Lesson 3 Supplement A

Consonant ă consonant

hăd	hă + d =	_____
răt	ră + t =	_____
săg	să + g =	_____
măd	mă + d =	_____
răn	ră + n =	_____
lăg	lă + g =	_____
băd	bă + d =	_____
răp	ră + p =	_____
dăd	dă + d =	_____
săd	să + d =	_____
băd	bă + d =	_____
băg	bă + g =	_____

dam	da + m =	_____
lad	la + d =	_____
tag	ta + g =	_____
ram	ra + m =	_____
pad	pa + d =	_____
rag	ra + g =	_____
gas	ga + s =	_____
bat	ba + t =	_____
fan	fa + n =	_____
sap	sa + p =	_____
hat	ha + t =	_____
gag	ga + g =	_____
hag	ha + g =	_____
sat	sa + t =	_____

* Directions: Read each word. Write the word in the correct column.

had	rap	dam	bat	Dan
rat	dad	lad	fan	cat
sag	sad	tag	sap	add
mad	bad	ram	hat	ax
ran	bag	pad	gag	ham
lag	at	rag	hag	pass
bad	am	gas	sat	pan

Words ending in :

d	t	g	p

m	s	n	x

Sentences

The man has a hat.

The rat ran.

Dan can tag the ham.

I had a cat.

Sam has no gas.

I bat at the cat.

Dan has the pass.

I am mad.

LESSON 3
Supplement Lesson B

Objectives

1. To be able to read 52 $\bar{a}$ vowel ≠ words
2. To be able to write 8 sentences using short and long a vowel sound words.

Lesson Procedure

Objective #1:

Page 33: Present the page to the student. Have the student read through the lists of words. Aid as necessary.

Pages 34-35: Using the words from page 23B, have the student catagorize each word according to the last 3 letters.

Objective #2:

Page 36: Do as directed on page. Help the student spell any unknown words by writing the word for the student to copy.

	make	wave	sale	tape
●	mane	gave	hate	sake
	take	bake	lame	
	fade	sane	haze	
	late	made	ape	
	ate	date	Jake	
	came	dame	Jane	
	pave	tale	name	
	Dave	save	male	
●	safe	cape	base	
	daze	lake	fate	
	cake	lane	cave	
	nape	mane	cane	
	ale	gale	gaze	
	mate	wade	fake	
	pale	rate	cane	
	case	tame		
	gate			
●	game			

ake	ane
ade	ate
ame	ave

afe

aze

ape

ale

ase

* Directions

Use the following words to write sentences. Use any other word you can think of too.

make	sale	hate	can	Dan
take	ale	rate	ran	sat
bake	tale	fate	has	cat
cake			had	rag
			bag	

I he was to for

LESSON 4
The Vowel I

Objectives

1. To be able to identify 42 words with the short I vowel sound.
2. To be able to identify 28 words with the long I vowel sound.
3. To be able to complete 18 partially spelled words with 90% accuracy.
4. To be able to answer 5 literal comprehension questions with 100% accuracy.

Lesson Procedure

Objective #1

Present vowel chart. Note I sound. Isolate sound.

Pages 37-39: Review synthesis of words. Have student synthesize words. Help as necessary.

Page 40: Read through word groups together. Have the student read through groups. Dictate the words to the student. Have all vowel sound charts in view. Self-check.

Page 41: Present sentences to the student. Have student read through each sentence. Note any difficult words for later drill.

Objective #2

Present vowel chart. Note I sound.

Pages 42-43: Review silent e pattern. Have student read through words. Help as necessary.

Page 44: Have the student read through the word groups. Dictate the words to the student to write.

Objective #3

Pages 45-47: Have the student fill in the missing letter (s).

Page 48: Have the student read through each sentence, completing each sentence with the correct word. Upon completion of the page, dictate the sentences to the student.

Lesson 4 The two sounds of the vowel I.

- word synthesis

consonant vowel + consonant

pi + g

- pig

si + t = sit

di + m = dim

ri + p = rip

-

di + g = dig

si + p = sip

hi + d = hid

bi + g = big

i + n = in

ti + n = tin

di + d = did

Ti + m = Tim

ri + b = rib

pi + n = pin

si + n = sin

hi + p = hip

hi + m = him

fi + n = fin

Word groups for ĭ

it	nip	zip
is	tin	will
in	pit	pill
if	rim	Jill
ill	sin	dim
rid	rim	win
lit	wit	big
miss	sis	dig

fib	Jim	hip
rid	Bill	bit
him	fit	did
rib	bib	his
dip	kid	hit
hill	lip	mid

He is in the cab.

Bill hit the cat.

Dan will miss the game.

Bill ran the race and did win.

The kid hid in the cave.

Jim gave the pit of the date to his sis.

Jill has to miss the bake sale.

The big kid will take a dip in the lake.

Save the pin. Jill has a rip.

The cake is in the big bin.

Bill is ill. Bill ate a tin pin.

Can Sam miss the game?

Dan had a big win.

"long i vowel"

Silent e pattern $\bar{i}$ c$\not{e}$

$d\bar{i}n\not{e}$ = dine

$h\bar{i}d\not{e}$ = hide

$w\bar{i}d\not{e}$ = wide

$w\bar{i}n\not{e}$ = wine

$m\bar{i}n\not{e}$ = mine

$l\bar{i}k\not{e}$ = like

$h\bar{i}r\not{e}$ = hire

$h\bar{i}k\not{e}$ = hike

nīnɇ = nine

bītɇ = bite

pīpɇ = pipe

mīlɇ = mile

pīnɇ = pine

līnɇ = line

fīrɇ = fire

tīrɇ = tire

sīdɇ = side

dīmɇ = dime

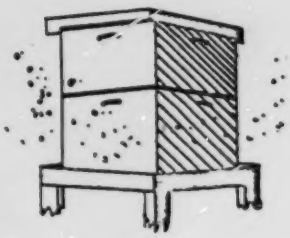
ī c e words

dine	tile	ride
fine	file	wide
line	mile	hide
mine	tire	side
pine	fire	tide
wine	hire	
nine	wire	
bite	hive	life
site	five	wife
kite	dive	pipe

f_r_

_____ l_n_

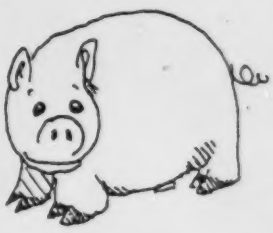
b_b



h_v_

5

f_v_



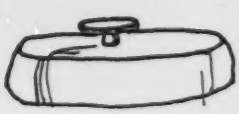
p-g

s_x

t_r_

d_m_

p_n



l_d

d_v_

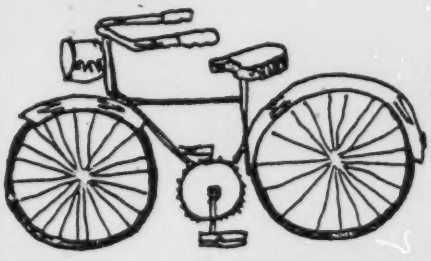
r_p

k_t_

p_p_

v_n_

w_g



b_k_

* Directions: Fill in the correct word.

1. Dan _____ his _____ .
   (hat, hit) (side, sit)

2. The _____ is on _____ .
   (wire, wit) (hire, fire)

3. He ran a _____ .
   (tire, mile)

4. Sam sat on the _____ .
   (wire, tire)

5. He will _____ the man.
   (dive, hire)

6. The wide _____ hit the
   _____ .
   (kite, tide) (line, bite)

LESSON 4 (con't.)

Page 49: Have the student write six sentences using the words provided. Help as necessary.

Objective #4

Read the title of the story together. Discuss what the story could be about.

Page 50: Have the student read the story first silently, then orally.

Page 51: Have the student complete each sentence. The student may check back as needed.

* Directions: Write your own sentences.

if	him	did	mine	dine
is	his	fit	wife	life
it	hit	win	hide	side

The Race

A man is in line. His name is Jim. He is in a game. Jim has to race. If Jim can win the race he will win a cake. Jill made the cake.

Jim had a bad ride. He hit his side tire on the gate. He ran into the cave. Dan had to save Jim. Jim is sad. Jill gave the cake to Dan. Dan and Jill ate the cake.

* Directions: Fill in the blank.

1. Jim had to _____.
2. _____ made a cake.
3. Jim had a _____ ride.
4. The _____ hit the gate.
5. Jill gave the _____ to Dan.
6. _____ and _____ ate the cake.
7. _____ is sad.

LESSON 4
Supplement Lesson A

Objectives

1. To be able to blend an initial consonant sound and short I with a final consonant sound.
2. To be able to immediately identify 35 I words.

Lesson Procedure

Objective #1

Review the short I vowel sound. Have the student think of five words that carry the short I sound. Write the words for the student.

Pages 52-54: Work through the sound blending exercises with the student. Aid in blending.

Page 55: Have student read and catagorize word. Have student read through completed columns. Dictate the word groups for the student to write.

Objective #2

Page 56: Have student choose a 6 word from page 55. Have the student give a sentence for each word. Write the sentence down omitting the key words. Have the student copy the sentence and fill in the key word.

Page 57: Have the student read the sentences. Aid as necessary. Dictate the sentences for the student to write.

Lesson 4 Supplement A

consonant ĭ consonant

it	i + t = _____
is	i + s = _____
in	i + n = _____
if	i + f = _____
ill	i + ll = _____
rid	ri + d = _____
lit	li + t = _____
miss	mi + ss = _____
tin	ti + n = _____
pit	pi + t = _____
rim	ri + m = _____
sin	si + n = _____

wit	wi + t = _____
will	wi + ll = _____
pill	pi + ll = _____
Jill	Ji + ll = _____
dim	di + m = _____
win	wi + n = _____
big	bi + g = _____
fib	fi + b = _____
hid	hi + d = _____
him	hi + m = _____
rib	ri + b = _____
dig	di + g = _____
hill	hi + ll = _____
Jim	Ji + m = _____

B i ll	B i + ll = _____
f i t	f i + t = _____
b i b	b i + b = _____
k i d	k i + d = _____
l i p	l i + p = _____
h i p	h i + p = _____
b i t	b i + t = _____
d i d	d i + d = _____
h i s	h i + s = _____
h i t	h i + t = _____
m i ll	m i + ll = _____
k i ll	k i + ll = _____

* Directions: Read each word. Write the word in the correct column.

it	lit	wit	big	hill	lip
is	miss	will	him	Jim	hip
in	tin	pill	fib	Bill	hit
if	pit	Jill	hid	fit	did
ill	rim	dim	rib	bib	his
rid	sin	win	dig	kid	hit

Words ending in:

s	ss	t	n
f	**g**	**b**	**d**
m	**n**	**p**	**ll**

Sentences

He had a big hit in the game.

He will win the game.

Bill bit his lip.

He will dig the lake and fill it.

The gate is made of tin.

Jane can wave at Jill.

Jim hit his cane.

Did Dave miss the late game?

The cake will make Jim ill.

The kid has to fill the pit.

If Jane is ill, Jill will make the sale.

LESSON 4
Supplement Lesson B

Objectives

1. To be able to read 28 $\bar{I}$ vowel ≠ words.
2. To be able to write 8 sentences using short and long I vowel sound words.

Lesson Procedure:

Objective #1

Page 50: Present page. Have student read through page. Aid as necessary.

Page 59: Using the words from page 50, have the student catagorize the words according to the final vowel pattern. Read through word groups. Dictate words.

Objective #2

Page 60: Have the student use the words provided to write 8 sentences. Help with difficult words by writing the word for the student to copy.
Present the new words to the student.

Page 61: Have the student first read the story aloud and then to himself/herself. Aid as necessary.

Page 62: Have student complete the exercises.

Lesson 4 - Supplement B

dine	kite	ripe
fine	site	wine
line	hide	bite
tire	lime	nine
mile	wire	
like	hike	
hire	mine	
pile	tile	
hive	pipe	
tide	side	
dime	wide	
fire	life	

ipe	ite
ire	ike
ile	ine
ide	ive
ime	ife

Directions: Use the following words to write sentences. Write eight (8) sentences.

fine	hire	hide	life
tire	dime	hike	pipe
mile	fire	mine	nine

the of on was for

new words | they not | A Tale

Dan and Jim had a five mile hike. They like to hike. Dan and Jim came to a gate. A date was on the gate. The date was 1828. The gate was wide and made of tin.

Jim had a cane. He hit the gate. Dan did not like the gate. He ran for his life. Dan ran into a lake. Jim had to save Dan.

Jim and Dan made a fire in a cave. They will be safe.

*Directions

Fill in the blanks.

1. _____ and _____ had a hike.
2. They came to a _____.
3. The gate was made of _____.
4. _____ hit the gate.
5. Dan _____ into a _____.
6. _____ had to save Dan.
7. Jim and Dan made a _____ in a cave.
8. They are _____.

Write words that are very hard.

Circle all long i vowel sound words in the story.

LESSON 5
The Vowel U

Objectives

1. To be able to identify 17 words with the short U vowel sound.
2. To be able to identify 9 words with the long u vowel sound.
3. To be able to complete 12 partially spelled words with 90% accuracy.
4. To be able to answer 5 literal comprehension questions with 100% accuracy.

Lesson Procedure

Objective #1:

Present vowel chart. Note short U sound. Isolate sound.

Pages 63-65: Review synthesis of words. Have student synthesize words. Aid as necessary.

Page 66: Have student read and catagorize words according to the final consonant. Have student think and write, if possible, any other words that have the short U vowel sound.

Page 67: Have student read the sentences. After, dictate all of the sentences to the student to write.

Page 68: Have the student choose 3 short A, 3 long A, 3 short I, 3 long I, 3 short U words. Have the student write the words at the top of the page. Have the student use each word in a written sentence.

Objective #2:

Present U vowel chart. Emphasize difference between the short and long U vowel sounds. Review silent e vowel pattern.

Page 69: Present words for student to read. Help as required. Dictate the words for the student to write.

Pages 70-71: Have student identify each picture, decide if the word has a short or long vowel sound, and fill in the appropriate vowels.

Page 72: Present the word have. Note that it is an exception to the silent E vowel pattern. Have student read each sentence filling in the correct word.

Page 73: Present the word said. Have the student read the short stories. Have the student fill in the answers with a complete sentence.

Page 74: Have the student read each word. Have him/hermake up a sentence for each word. Write the sentence for the student to copy.

Dictate all short and long U vowel words to the student in random order.

Lesson 5 The vowel u

word synthesis

consonant vowel + consonant

s u + b

s_u + b

$s_u b$

m_u + d = $m_u d$

n_u + t = $n_u t$

r_u + n = $r_u n$

gu +m = gum

fu +n = fun

cu +p = cup

du +g = dug

bu +t = but

ru +g = rug

bu +s = bus

bu + m = bum

u + p = up

su + n = sun

tu + g = tug

gu + n = gun

gu + t = gut

ru + t = rut

* Directions: Put the words into word groups.

mud	gun	fun	bus
nut	cup	but	bum
run	dug	rug	up

sun	gum	gut
tug		rut

d	g	p	t

n	s	m	write any other words here Think space!

The sun is up.

Gus ran for the bus but missed it.

The bug dug a rut.

Jane has a rug on the line.

Bill and Jim made a mud hut.

Will you take the cup?

The man had fun at the game.

Save the gum.

Dave is ill but will run in the game if he can.

Sentences !

"long u vowel"

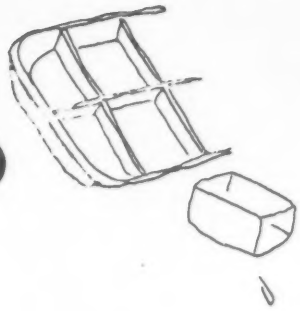
silent e pattern ū c ø

ū s ø	=	use
c ū t ø	=	cute
r ū d ø	=	rude
t ū b ø	=	tube
t ū n ø	=	tune
m ū l ø	=	mule
m ū t ø	=	mute
r ū l ø	=	rule
c ū b ø	=	cube

69
mnc 69

c _ b

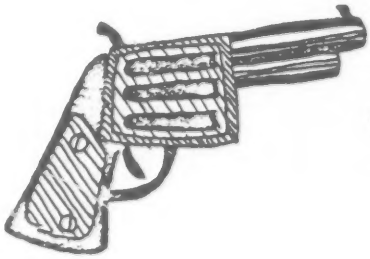
r _ l _ r



c _ b _

j _ j

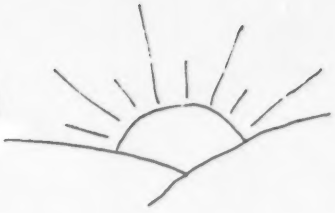
t _ b



g _ n

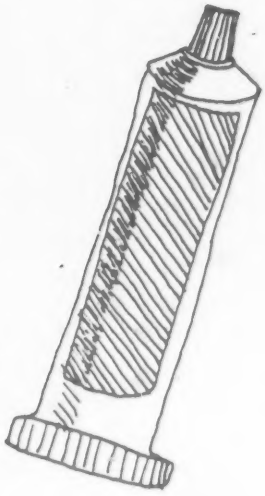
g-m

c-p

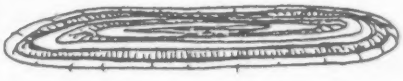


s_n

m_l_



t_b_



r-g

have

The mule was in the _____.
(fun, mud)

* * * * * * *

The man on the _____ was
(bus, gum)

_____
(rule, rude).

* * * * * * * *

The bum is a _____.
(mute, mule)

* * * * * * *

The _____ of the game is to
(rule, tune)
have fun.

* * * * * * * *

I like the _____.
(tune, tug)

* * * * * * * *

Use the tube to fix the _____.
(cute, cup)

* * * * * * *

The gum came in a _____.
(cube, cub)

said

The Ride

A man had to take a ride on a bus. He had to sit on the side of the bus. The man did not like to use the bus.

The man had to _____

_____

The man sat _____

_____

Did the man like the bus ride? _____

****

Cute Sue

Sue ran in the mud. Sue was mad. Sue said, "I ~~____~~ am a nut to run in the mud. A mule came to pull Sue from the mud. Sue had fun.

Sue ran _____.

Sue said _____

_____

Did Sue like the mud? _____

Sentences !

use rude tune rule

tube cube

LESSON 6
The Vowel E

Objectives

1. To be able to identify 24 words with the short E vowel sound.
2. To be able to identify 4 words with the long E vowel sound.
3. To be able to complete 6 sentences with the correct word.

Lesson Procedure

Objective #1

Present vowel chart. Isolate short E sound. Have student think of five words that have the short E sound. Write the words for the student.

Pages 75-77: Review synthesis of words. Assist student in word synthesis blending vowel with initial consonant. After words are read, dictate words to student to write.

Page 78: Have student write the words in the appropriate box according to the final consonant. Present the new words to the student.

Page 79: Assist student as necessary in reading the short story. Have student circle all short E words, underline all other short vowel sound words, and X all long vowel sound words. Dictate several sentences to the student to write.

Objective #2

Present long E vowel card. Note $\overline{E}$ sound. Review the final silent E pattern.

Page 80: Assist student in synthesizing $\overline{E}$ words. Dictate words.

Pages 81-83: Have student read each picture word and identify the vowel sound. The student should write out all words with the short E vowel sound.

Page 84: Have the student read each sentence completing it with the proper word. Dictate each sentence to the student to write.

Lesson 6 The vowel E

word synthesis

consonant vowel + consonant

g e + t

ge + t

get

be + d = bed

we + t = wet

Te + d = Ted

ye + t = yet

$p_e + g = p_eg$

$J_e + t = jet$

$w_e + b = w_eb$

$b_e + g = b_eg$

$m_e + n = m_en$

$K_e + n = K_en$

$f_e + d = f_ed$

$h_e + m = h_em$

$p_e + n = pen$

$p_e + t = pet$

te + n = ten

be + t = bet

ye + s = yes

le + g = leg

pe + p = pep

we + ll = well

te + ll = tell

je + ll = jell

fe + ll = fell

e + gg = egg

* Directions: Put the words into word groups.

Ed	web	fed	mess
jell	beg	bell	leg
egg	Ted	bet	pep
wet	yet	hem	less
tell	jet	fell	pen

sell well bed yes

ll	t	gg	m	n

d	b	ss	g	s
				p

| store | | say | | pay |

The name of the man is Ed. Ed is a salesman. He sells rugs. He likes to sell rugs but wants to sell lamps too.

The man that runs the store said that Ed cannot sell lamps. Ed has to say yes to this or he will get fired.

Ed is mad. He plans to get a job at a lamp store. Then Ed will sell lamps.

Well, Ed did get a job at a lamp store. It is a you pay, you take store. He likes his job.

"long e vowel"
silent e pattern

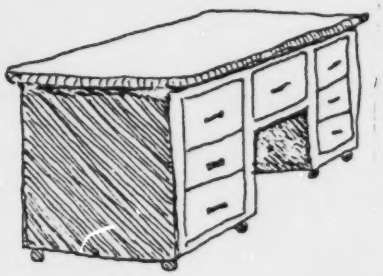
Ēvɇ = Eve

Pēt ɇ = Pete

hērɇ = here

mērɇ = mere

* Directions: Say each word. Decide if the word has the short or long e sound. Write all words with the short e sound.



_____

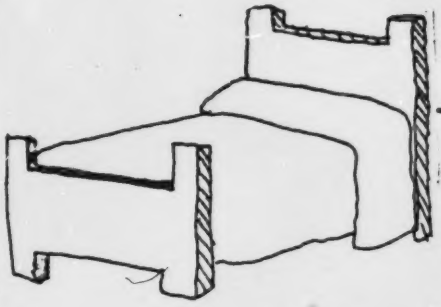
_____

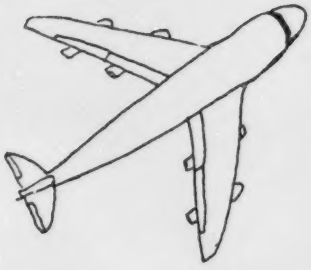
_____

_____

_____

_____





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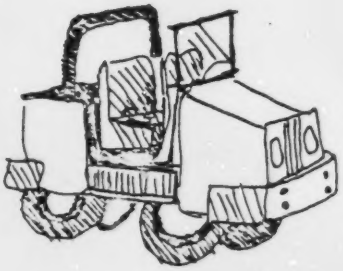


_____ missed the bus.
(Pete, pet)

* * * * * * * *

His desk is a _____.
(miss, mess)

* * * * * * *

The cat will _____ fed in here.
(get, set)

* * * * *

Dave gave Sam a _____ to use.
(pen, set)

* * * * * * *

All men have to line up _____.
(had, here)

* * * * * * *

Pete fell in the _____, but he
(well, will)
is safe.

LESSON 7
The Vowel O

Objectives:

1. To be able to identify 20 words with the short O vowel sound.
2. To be able to identify 14 words with the long O vowel sound.
3. To be able to complete 7 sentences with the correct word.

Lesson Procedure

Objective #1

Present vowel chart. Isolate short O vowel sound. Have the student think of five one-syllable words that carry the short O vowel sound. Write the words as the student states them.

Pages 85-86: Review word synthesis. Assist the student in blending the word parts. After the initial reading dictate the words to the student to write.

Page 87: Have the student catagorize the words according to the final consonant. Have the student read through each rhyming word family.

Page 88: Have the student orally read the story "Ann's Cat". Assist as necessary. The student should circle all short O words. Have the student reread the story silently.

Page 89: Have the student read each sentence completing the sentence with the correct word.

Objective #2

Page 90: Assist the student in synthesizing $\bar{O}$ words. Dictate the words to the student to write.

Pages 91-93: Have the student identify the pucture and note whether there is a short or long vowel sound in the word. The student should then write the word on the blank.

Objective #3

Page 94: Have the student read each sentence completing it with the proper word. Dictate each sentence to the student to write.

Lesson 7 The vowel O

- word building -

consonant vowel + consonant

h o + t

h o + t

h o t

m o + m = m o m

n o + t = n o t

h o + p = h o p

r o + b = r o b

m o + p = m o p

$n_c + d = n_c d$

$s_c + d = s_c d$

$d_c + c = d_c c$

$g_c + t = g_c t$

$l_c + t = l_c t$

$t_c + p = t_c p$

$m_c + b = m_c b$

$c_c + p = c_c p$

$o + n = on$

$j_c + b = j_c b$

* Directions : Put the words into word groups.

pot	box	mop	rot
cod	mom	sod	God
job	cap	doc	rot
mob	hot	sob	not
on	pop	tot	cob

t	x	n	b

d	m	p	c

Ann's Cat

Ann had a cat. The cat got sick. Ann said to her Mom, "Can we take the cat to the Doc?" Ann's Mom said, "We can not take the cat to the Doc. but we can take it to the vet." That made Ann glad.

Ann and her Mom went to the vet. The vet said, "This cat is not sick. This cat will be OK. He just will have to have rest." Ann smiled. Ann and her Mom left the vet.

Words to choose from:

Mom cat Doc vet

rest glad sick Ann

1. Ann had a _____.

2. The cat got _____.

3. Ann will take the cat to the _____.

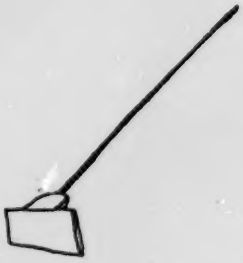
4. The vet said, "This cat will have to have _____."

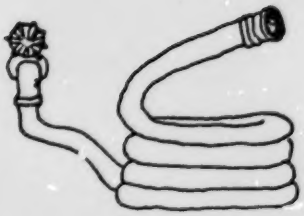
5. Ann is _____.

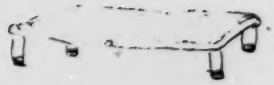
long "o" vowel sound

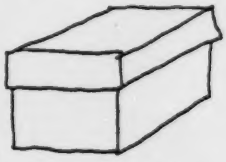
(Remember the silent e pattern!)

nōtȩ = note	jōkȩ = joke
vōtȩ = vote	cōnȩ = cone
hōpȩ = hope	bōnȩ = bone
rōbȩ = robe	wōkȩ = woke
tōnȩ = tone	dōzȩ = doze
dōmȩ = dome	tōrȩ = tore
cōkȩ = coke	rōpȩ = rope









* Directions: Fill in the blank.

1. Tom hopes to _____ .
(vote, tone)

2. Sam _____ up late.
(rot, woke)

3. Ann _____ her red dress.
(rope, tore)

4. Mom gave me a _____ .
(coke, mob)

5. The robe is in that _____ .
(box, bone)

6. Jim has a job to _____ .
(woke, mop)

7. That note has bad _____ .
(tot, tone)

LESSON 8

Consonant Clusters (Blends)

Objectives:

1. To be able to identify 24 consonant clusters.
2. To be able to recognize consonant clusters in a language experience story.

Lesson Procedure

Objective #1

Pages
95-97: Identify the consonant clusters for the student. Read through the groups of words for each cluster. Have the student think of two additional words. Assist the student in writing each word under the appropriate grouping. On page 97, assist the student in filling in the missing consonant clusters using the clusters on page 97.

Pages
98-99: Have the student identify each picture, isolate the consonant cluster, and write the consonant cluster on the blank. Assist as necessary.

Objective #2

Page
100: Have the student dictate a story about something that interests him/her. Write out the story. Reread the story for the student. Have the student read the story. Assist as necessary. Have the student circle all words with consonant clusters.

bl	cl	fl
block	clamp	flag
bland	clink	flint
_____	_____	_____
_____	_____	_____

gl	pl	sc
glad	plan	scab
glass	plum	scat
_____	_____	_____
_____	_____	_____

sk	sl	sm
skill	slap	smack
skit	slack	smash
_____	_____	_____
_____	_____	_____

sp	st	sn
spit	stab	snip
spill	stick	snack
_____	_____	_____
_____	_____	_____

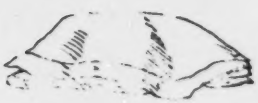
tw	sw	spl
twin	swell	split
twill	swing	splint
_____	_____	_____
_____	_____	

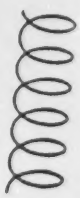
pr	scr	spr
prank	scrub	sprang
prod	scrap	spring
_____	_____	_____
_____	_____	_____

br	cr	dr
brat	crash	drug
brag	crest	drag
_____	_____	_____
_____	_____	_____

gr	fr	tr
grip	frank	trap
grunt	Fred	trick
_____	_____	_____
_____	_____	_____

1. ___ing___ me the rope.
2. Dan likes to ___ag___.
3. Tom likes to hit the ___um___.
4. Get a ___ip___ on the pole





* Directions:

1. Write a story of your own.
2. Circle all the words that have consonant clusters.

LESSON 9
Consonant Digraphs

Objectives:

1. To be able to identify 4 consonant digraphs.
2. To be able to recognize consonant digraphs in a language experience story.

Lesson Procedure

Objective #1

Page
101: Identify the consonant clusters for the student. Note that two consonant sounds come together to form a new sound. As each digraph is identified, have the student think of other words having the same digraph. Assist the student in writing the words on the line.

Pages
102-103: Have the student identify the picture. Assist the student as needed in isolating the digraph sound. Have the student write the digraph on the line.

Objective #2

Page
104: Have the student dictate a story of interest. Write the story for the student. Reread the story. Have the student read the story orally. Have the student circle all digraphs in red and all consonant clusters in blue.

Lesson 9 Consonant Digraphs

th

that
those

sh

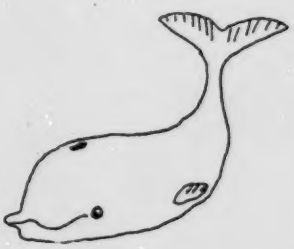
shot
shed

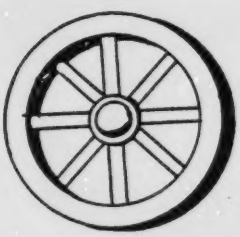
ch

chap
chime

wh

whine
when





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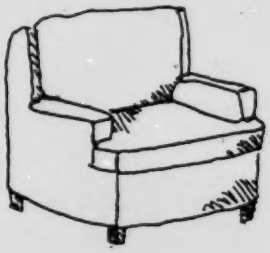

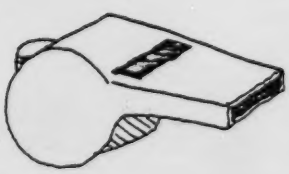

* Directions:

1. Write a story of your own.
2. Circle all digraphs in red.
3. Circle all consonant clusters in blue.

LESSON 10
The Sound of CK

Objectives:

1. To be able to identify the CK blend.
2. To be able to read one syllable words.

Lesson Procedure

Objective #1

Page
105: Note to the student that CK is frequently found as a final sound in one-syllable words. The C and K blend together to form one sound K. When the K sound is heard at the end of a one-syllable word it is usually represented by the CK blend.
Assist the student as necessary in reading the word lists.

Objective #2

Page
106: Have the student dictate a story. Write the story for the student. Reread the story. Have the student read the story orally. Note any particular difficulty that the student may be having with one-syllable words on the chart on page 107. Review as necessary. Complete the statement of reading progress.

The student should now be ready to move on to a level 1 reading book.

Suggestions for review materials and level 1 reading books can be found in the materials appendix.

Lesson 10 Just One More - The ck Blend

ack	eck
pack	deck
rack	heck
sack	neck
hack	

ick	ock	uck
sick	lock	luck
lick	rock	suck
Rick	mock	duck
wick	hock	

* Directions:

1. Write a story.
2. Read it.
3. How did you do?

Reading Skills Check Point

Check all boxes that apply.

☐ No problems. Ready to move on.

☐ Difficulty with short vowel sounds.

☐ a ☐ e ☐ i ☐ o ☐ u

☐ Difficulty with long vowel sounds.

☐ a ☐ e ☐ i ☐ o ☐ u

☐ Difficulty with consonant clusters

☐ Difficulty with consonant digraphs

☐ Difficulty with ck blends.

Statement of reading progress :